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ABSTRACT

Site visits were conducted at six state departments of vocational education (Texas, Illinois, Utah, South Carolina, Michigan, and Indiana) to assess the level of articulation with related educational dissemination agencies. These states represented a variety of settings which illustrated the effects of geography, population size, levels of past and present educational dissemination activity, awareness and usefulness of an approved state plan, and physical proximity of staff members on the levels of articulation. It was observed that articulation is greatly enhanced when the amount of informal communication between staff members is high. Formal interagency agreements are not a guarantee of cooperation, although periodic communication and meetings are essential to maintain awareness. Generally there is a lack of funds to adequately use existing resources. Streamlining of organizational personnel structuring would greatly facilitate present levels of articulation. The overall level of articulation in these states is not high, but, it was noted that there is great willingness to participate and increase the amount of articulation. (The six case histories are presented individually.) (Author/IRA)

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Brief Case Histories of State Dissemination Program Articulation

Ida Halasz-Salster

William L. Hull

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The National Center for Research in Vocational Education
The Ohio State University
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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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ABSTRACT

Site visits were conducted at six state departments of vocational education to assess the level of articulation with related educational dissemination agencies. These states represented a variety of settings which illustrated the affects of geography, population size, levels of past and present educational dissemination activity, awareness and usefulness of an approved state plan, and physical proximity of staff members on the levels of articulation. It was observed that articulation is greatly enhanced when the amount of informal communication between staff members is high. Formal interagency agreements are not a guarantee of cooperation, although periodic communication and meetings are essential to maintain awareness. Generally there is a lack of funds to adequately use existing resources. Streamlining of organizational personnel structuring would greatly facilitate present levels of articulation. The overall level of articulation in these states is not high, but, it was noted that there is great willingness to participate and increase the amount of articulation.

FOREWORD

Proper and efficient usage of educational information resources and their dissemination is a responsibility that vocational educators confront daily. The National Center for Research in Vocational Education engages in many activities that collect, organize, publish and disseminate educational information and recognizes and continually works toward the goal of successful articulation of these increasing amounts of data.

We wish to thank the members of the State Education Agencies and Research Coordinating Unit staffs in Kansas, Texas, Illinois, Utah, South Carolina, Michigan, and Indiana for their contribution of time and expertise. Their willingness to provide information, insights and materials greatly facilitated the compilation of this publication.

Recognition is also extended to the project staff, Ida Halasz-Salster, William Hull, and Carl Oldsen, for their contributions.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

INTRODUCTION

These case histories of vocational education dissemination articulation provide an opportunity to examine the similarities and differences in six selected state departments of vocational education. They illustrate the impact of geography in a state, the effect of a small population base on a large geographic entity, a large population and an equally large geographic area, past and present levels of educational dissemination activity, awareness and usefulness of an approved state plan, and the effects of physical proximity and staff members engaged in dissemination activities and the levels of articulation.

Cooperation in and amongst agencies should be based on basic principles, since the mission and activities of agencies may differ due to organizational and legislative mandates. These include:

1. Agencies which depend upon each other for resources are most likely to cooperate.
2. Goals must be recognized as mutually supported by each cooperating agency.
3. Shared goals tend to foster cooperation.
4. Potential for cooperation among agency personnel increases as the frequency and quality of communication increases.
5. As agency cooperation increases, transactions should become formalized and routine.
6. Open, nonprescriptive interaction between provider and user will increase when the interaction is perceived to be sanctioned.
7. Control of dissemination activities in a state by one group may be counterproductive.
8. Generalized dissemination centers are better able to access multiple resources which meet program improvement needs.

9. Specialized dissemination centers are better able to interpret problems of clients and to provide technical assistance.

10. Program improvement needs should be resolved by the unit of government closest to the location of the need.

11. Successful articulation of agency problems is likely to occur when plans are exchanged as they are developed incrementally.

Tangible evidence was observed of these principles in operation, with variations being accommodated to be responsive to specific organizational, economic, personnel and political dictates.

Specific observations are cited in each case history, but general observations are:

1. The level of articulation is greatly dependent on the amount of informal communication that occurs among staff members.

2. Formal inter-agency agreements, while providing the legal sanction for articulation among agencies, are not a guarantee of successful articulation.

3. Physical proximity to other staff members and resources is a major determinant of the level of articulation.

4. Periodic communications and meetings are essential to maintain awareness of services and products.

5. The organization and retrieval of information ranges from barely controlled to loose and ineffective means.

6. There is a universal lack of funds and personnel to adequately use existing resources and respond to requests.

7. Emphasis needs to be placed on utilization of existing resources and strengthening those in place, rather than creating additional ones.

8. Streamlining of state organizational personnel structuring would greatly facilitate present levels of articulation.

As a result of these case studies, it is apparent that the need and time for articulation has arrived. Given the limited personnel and fiscal

resources, it is imperative to make maximum and wise use of those available. The overall level of articulation is not high, but the willingness to participate and increase the amount of articulation is apparently great. Successful measures of articulation need to receive more publicity within agencies and many states to allow for their greater incorporation within vocational education dissemination efforts.

NOTE: Certain organizational charts were not available in original copy. Legibility maybe slightly impaired.

CASE STUDY REPORT: TEXAS

Date of Visit: April 16-17, 1979

Interviewer: William L. Hull

Why Texas Was Selected

The largest land area among the contiguous forty-eight states makes Texas a unique state for study. The distance factor poses special problems when disseminating materials to the local school districts. Regional Education Service Centers (RESCs) were created to help bridge the distance between the centralized Texas Education Agency (TEA) and the independent school districts.

One reason Texas was selected is because it represents a diverse clientele of different ethnic minorities and geographic conditions. Independence is valued in the 1,100 school districts, the fifty-four junior colleges, and the two technical institutions. A strong orientation to service areas, such as distributive education and trade and industrial, exists in the state's vocational education programs. Physical distance between sites and the numbers of teachers (over 10,000 in vocational education) tend to further emphasize independence between service areas and educational institutions.

A second reason for selecting Texas for study is the leadership role played by key persons in dissemination. Vocational educators in the Department of Occupational Education and Technology represent their state well in regional and national meetings on dissemination and utilization. Texas educators have participated in the following recent meetings:

National Planning and Implementation Conference	September 11-13, 1978	Columbus, Ohio
Southwide Research Coordinating Council	October 16-18, 1978	Tallahassee, Florida
Midwest Regional Curriculum Coordination Meeting	October 18-20, 1978	Columbus, Missouri
National RCU Conference	April 30 - May 3, 1979	Scottsdale, Arizona

One of the most highly regarded educators in dissemination is the Director of TEA's Division of Dissemination, Virginia Cutter. She has shaped dissemination plans and strategies by her membership on the U.S. Office of Education's Dissemination Analysis Group, by participating in the National Institute of Education's Interstate Project on Dissemination, and by chairing the National Advisory Group of the Research and Development Exchange, a network of regional laboratories and national centers.

Characteristics of the State Education Agency

The State Education Agency setting in Austin, Texas is unique. Located there are four institutions vitally concerned with education and its improvement. These are the Texas Education Agency, the University of Texas, the Research and Development Center for Teacher Education, and the Southwest Educational Development Laboratory. Linkages among these agencies are noted in the next section of this report.

Organization charts of the Texas Education Agency and the Department of Occupational Education and Technology are included in this report. Vocational education services are administered through the Deputy Commissioner for Programs and Personnel Development. The Research Coordinating Unit (RCU) in the Department of Occupational Education and Technology is a separate unit from the operational vocational programs at the secondary, post-secondary, and adult levels. However, all of the vocational units are located in the same state

office building. A relatively high degree of interaction across units takes place among persons in vocational education. The functions of research, innovation, curriculum development, guidance and counseling, and personnel training are coordinated by the RCU. See the organization charts included in this report for more information.

The Austin Texas vocational education staff are supplemented by state staff members in fourteen field offices throughout the state. Field office staff are assigned by service areas, e.g., agriculture, home economics, etc., in regions which are not necessarily coterminous with other service areas. None of the vocational education regions are coterminous with the RESCs.

The Division of Dissemination was created in 1966. It is part of the Associate Commissioner's Office for Policies and Services. As such, the Division has responsibility for coordinating systematic change in Texas schools. The Texas dissemination system is an outgrowth of project CITE (Coordinating Information for Texas Educators), a National Institute of Education sponsored capacity building project. The system has several dissemination components. These are:

1. A Texas Diffusion Network. Funded by Title IV-C, this network acts as a liaison for setting up various national and state validated programs. Programs are nominated, evaluated, and visited by teams of educators. A statewide task force determines which programs will become validated and part of the network. The programs range from vocational to fine arts.

2. An Annual Statewide Conference. Every two years, the conference features state validated programs. Alternate years feature nationally validated programs.

3. The National Diffusion Network. Developer/Demonstrator staff provide materials, training, and technical assistance to interested adopters. Another major strand of NDN is the State Facilitator. This person, located in the Division of Dissemination created awareness of the demonstration sites and helps match local needs with exemplary practices.

4. A CITE Resource Center. This Center utilizes a nationally-based computer bank and a Texas-based resource collection to answer information requests from educators throughout the state.

Coordination is the major function of state staff, who deliver services to client schools through regional education service centers. Each of the 20 RESCs has a person (or part of a person) supported by the Division of Dissemination. Additional information about this system is in the enclosed organization charts.

The RESCs are unique institutions with a financial base coming directly from the Texas legislature. Additional funds are collected for services rendered in data processing and media based on the average daily attendance of students in their region. Each RESC has its own Board of Directors. Staff employed by the RESC are considered to be staff members of a local school district.

Cooperative Dissemination Actions

This section of the study describes factors which facilitate or inhibit cooperation among dissemination agencies. The focus is on state-level horizontal articulation; however, in the case of Texas, the Regional Education Service Centers are mentioned because they play a role in delivery of state services.

Facilitating Factors

Within the Texas Education Agency, a Commissioner's Coordinating Council (CCC) meets every other week to discuss activities across the agency. Thirty members who are associate commissioners and division directors comprise this executive planning committee. Likewise, a Communications and Publications Committee functions agency-wide, chaired by the Director of the Division of Dissemination. Any publication of TEA must be approved in advance by this committee. Carolyn Hinkley represents vocational education on this committee.

Members of the Department of Occupational Education and Technology serve as reviewers of proposed programs for the Texas Diffusion Networks. Likewise,

staff members in the Division of Dissemination are often asked to review proposals for exemplary projects in vocational education.

Vocational education research and exemplary reports are distributed across agency lines. From 100 to 200 copies of these reports go to people in the 54 junior colleges, the 20 RESCs, and the state agency. The distribution pattern of each report varies according to the nature of the report.

RCU staff are located in the same building as the program staff in vocational education. Although this enhances articulation of research and development findings to programs per se, the Division of Dissemination is located across town in a building housing the Commissioner of Education.

A monthly meeting with RESC directors is held with the Associate Commissioner for Occupational Education and Technology.

A linkage was noted between the CITE Resource Center and the Southwest Educational Development Laboratory. Action was taken by the Lab on a RDx regional advisory committee recommendation to share access to the CITE Resource Center with other states in the region.

Inhibiting Factors

Chief among the barriers to cooperative activities is the structural difference in the delivery of services by the two departments. None of the RESCs regions are coterminous with the regions in vocational education. Vocational education curriculum materials are developed and produced at laboratories with statewide service area clientele. This delivery system is not likely to change in the near future.

The cohesive nature of vocational education service areas tends to inhibit searches for innovations in other services areas or outside of vocational education. For example, a resource center staff member noted the limited number

of ERIC searches requested by vocational educators compared to the number of requests coming from persons in the RESCs.

Steps Toward a Dissemination Articulation Plan

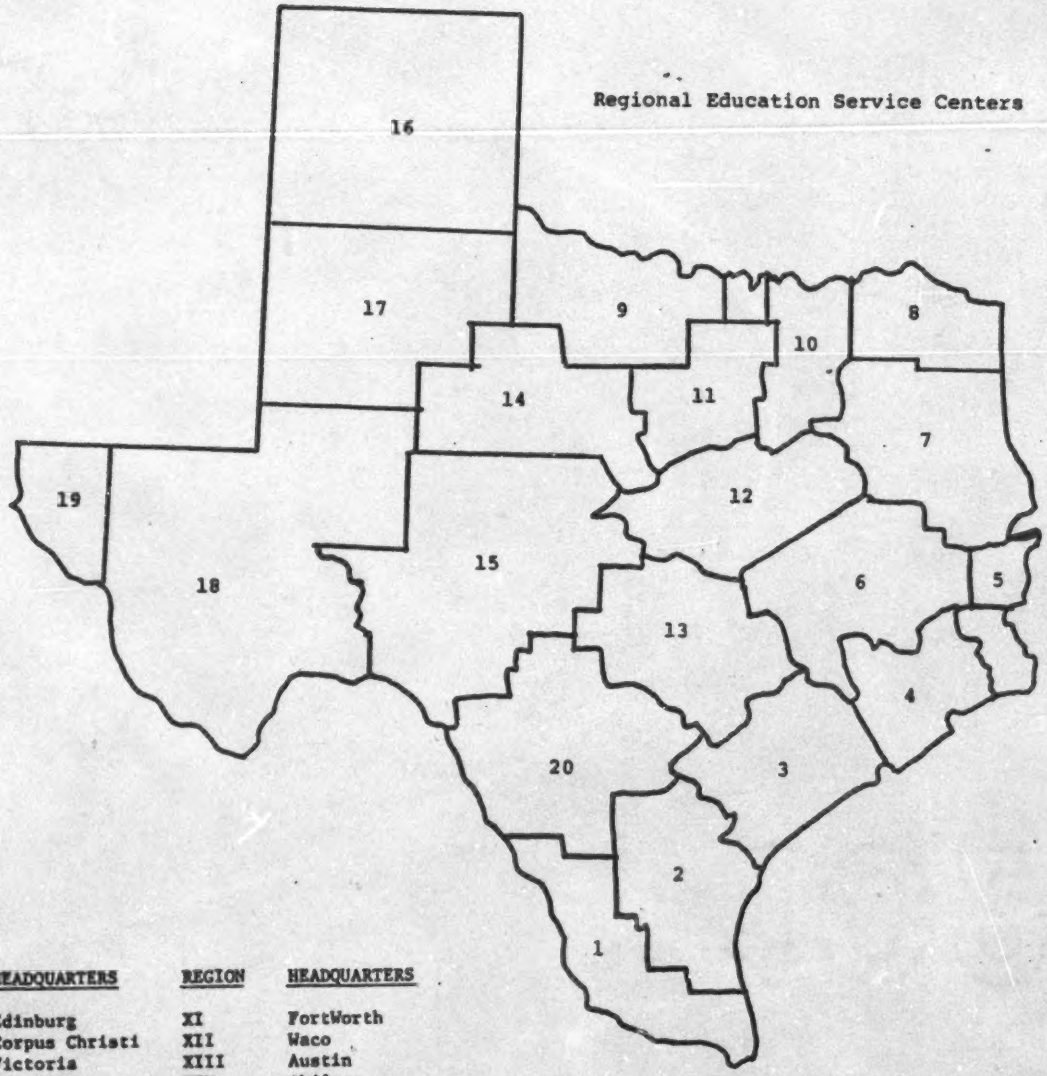
Dissemination articulation in Texas would be enhanced with greater interaction between agencies, particularly the RCU and the Division of Dissemination. Some of the vocational education exemplary projects should be making applications for status as a Developer/Demonstrator in the Texas Diffusion Network. Likewise, some of the linkers located in the 20 RESCs would be in an excellent position to apply for vocational education Priority Six in future years. This priority addresses the need for dissemination of results of final reports or products of exemplary and innovative programs. It includes the employment of persons to act as disseminators on a local level.

Relationships between staff members in the two departments (the RCU and the Division of Dissemination) are good. Staff members know each other and value each others' positions. There is reason to believe common interests will result in joint activities in the future. It will, however, take time to determine the advantages of inter-departmental cooperation. The following ideas are suggested for joint dissemination activities:

1. Invite Division of Dissemination staff members to state teacher meetings. Their purpose would be to share sources of R&D information on problems of interest to the teachers.
2. Review projects funded in vocational education research, exemplary, and curriculum with linkers in the 20 RESCs.
3. Identify contact persons in the RESCs to respond to information requests from vocational educators.
4. Identify dissemination goals shared by both departments.
5. Initiate discussions within each department to determine how R&D results on statewide priorities can be featured in joint dissemination activities.

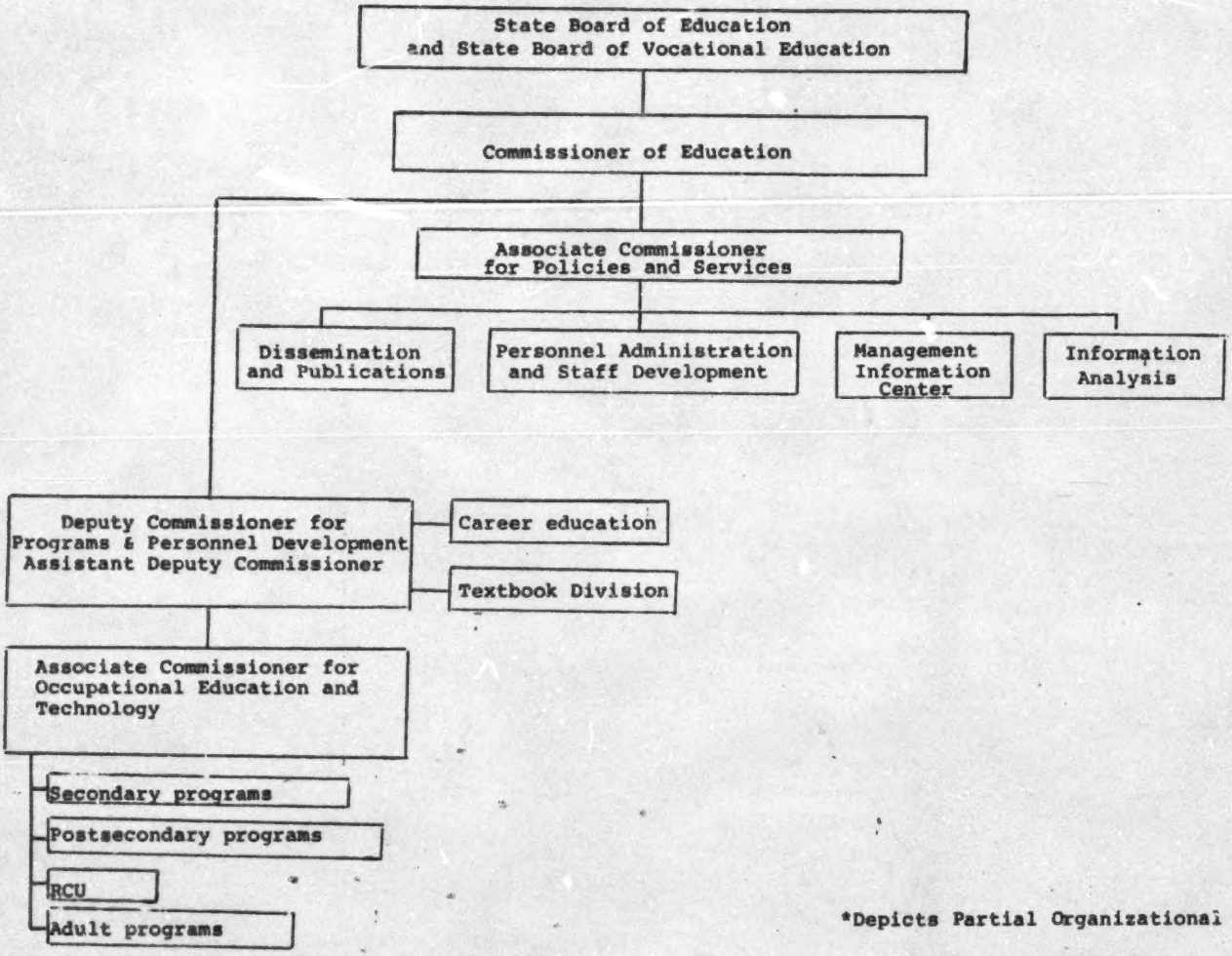
TEXAS

Regional Education Service Centers



REGION	HEADQUARTERS	REGION	HEADQUARTERS
I	Edinburg	XI	FortWorth
II	Corpus Christi	XII	Waco
III	Victoria	XIII	Austin
IV	Houston	XIV	Abilene
V	Beaumont	XV	San Angelo
VI	Huntsville	XVI	Amarillo
VII	Kilgore	XVII	Lubbock
VIII	Mount Pleasant	XVIII	Midland
IX	Wichita Falls	XIX	El Paso
X	Richardson	XX	San Antonio

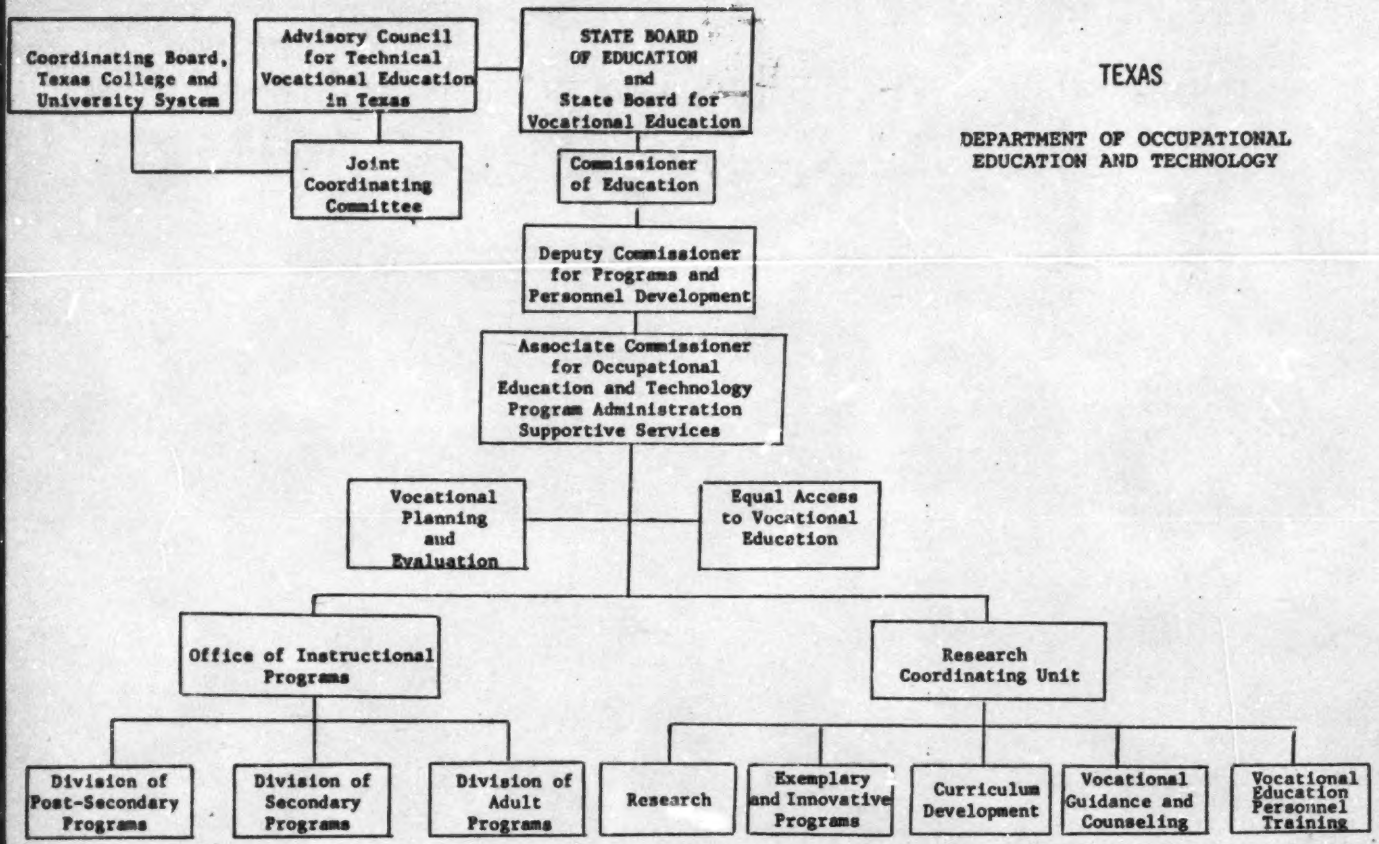
TEXAS EDUCATION AGENCY*



*Depicts Partial Organizational Chart

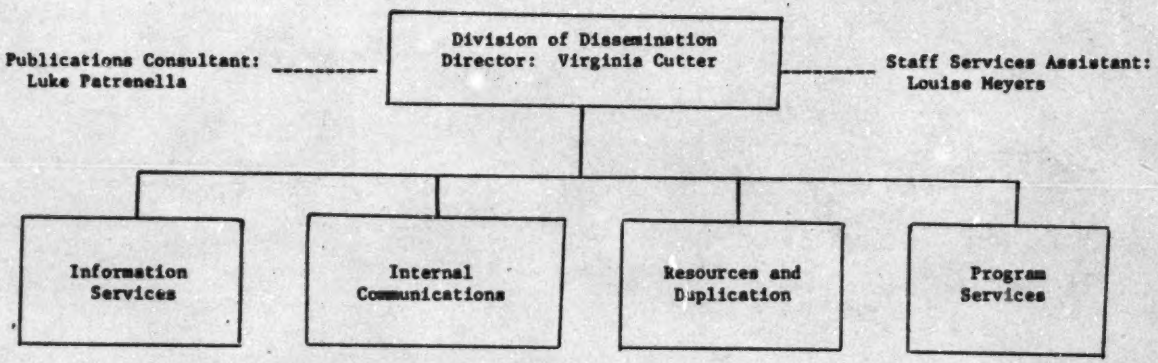
TEXAS

DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY


Coordinating Board, Texas College and University System
Advisory Council for Technical Vocational Education in Texas
STATE BOARD OF EDUCATION and State Board for Vocational Education
Joint Coordinating Committee
Commissioner of Education
Deputy Commissioner for Programs and Personnel Development
Associate Commissioner for Occupational Education and Technology Program Administration Supportive Services
Vocational Planning and Evaluation
Equal Access to Vocational Education
Office of Instructional Programs
Research Coordinating Unit
Division of Post-Secondary Programs
Division of Secondary Programs
Division of Adult Programs
Research
Exemplary and Innovative Programs
Curriculum Development
Vocational Guidance and Counseling
Vocational Education Personnel Training

*Depicts Partial Organizational Chart

TEXAS


Publications Consultant:
Luke Patrenella
Division of Dissemination
Director: Virginia Cutter
Staff Services Assistant:
Louise Meyers
Information Services
Internal Communications
Resources and Duplication
Program Services

CASE STUDY REPORT: ILLINOIS

Date of Visit: July 27, 1979

Interviewer: William L. Hull

Why Illinois Was Selected

Illinois was selected for study because of its highly developed processes leading to program improvement. This development can be attributed to two factors: a well-financed program and active state leadership. Over $26 million dollars came into the state from federal sources (PL 94-482) in FY 79. This was matched with $29 million dollars from State General Revenue Funds for the same year. Approximately $3.4 million dollars of these combined monies were used for research, exemplary, curriculum, personnel development and grants for elimination of sex bias.

Dr. Ronald McCage directs the Research and Development Section of the Department of Adult, Vocational and Technical Education. He has served in this capacity for seven years. He has been President of the National Research Coordinating Unit Personnel Association twice during this time. Recently, he was named to head an American Vocational Association committee on program improvement in vocational education.

Characteristics of the State Education Agency

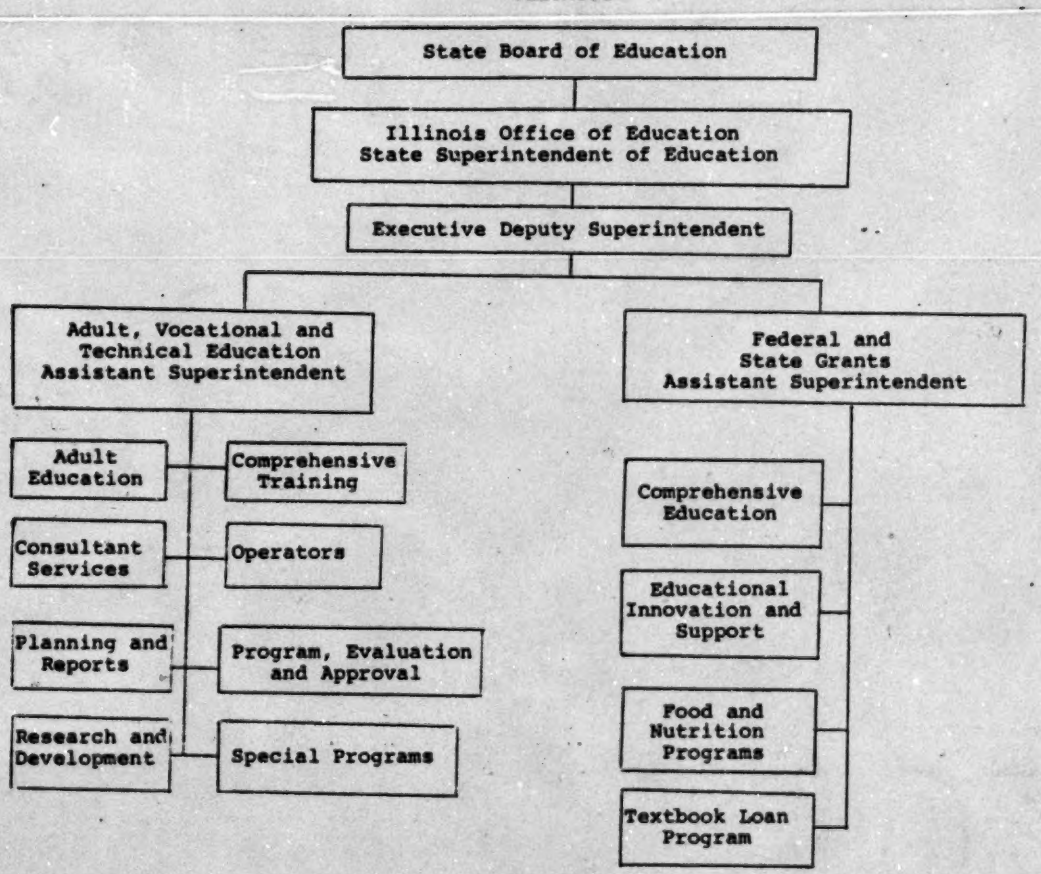
Over half of the people in Illinois live in Cook County. Rockford, east St. Louis and the Quad cities area represent other large metropolitan centers. The population distribution is reflected in the structure of the Illinois Office of Education. A part of the office is located in Chicago, Illinois. In total, the agency serves a population of 11 million people living in 102 counties. There are 1050 school districts in the state.

The Executive Deputy Superintendent has responsibility for day-to-day operations of the Illinois Office of Education (IOE). Ten assistant superintendents and the head of Local Education Agency Services (LEA) report to this position. The agency organizational chart is on the following page. The existence of this Department as a separate organization for over fifty years influenced this specialization of roles. The integration of this department within the Illinois Office of Education took place in 1975 with the implementation of the State Board of Education. Vestiges of specialized roles and responsibilities still exist in parts of the IOE. For example, a few subject matter specialists are left in the Program Planning and Development section of LEA Services and in the Department of Specialized Educational Services. Prior to 1974, these specialists had developed curriculum guides.

The ESEA Title IV(C) office is located within the department for federal and state grants. This office is responsible for the recent creation of Centers for Educational Improvement. These centers are discussed later in this report. Program Service Teams (PSTs) are attached to five regional offices of the Illinois Office of Education. These teams act as linkage agents to local school districts for the Illinois Resource and Dissemination Network (IRDN). The PSTs are administered through the LEA Service Department. The responsibility for program improvement in Illinois rests with LEAs.

At the state level, program improvement as a function of research and development activities exists in one department. It is the Department of Adult, Vocational and Technical Education within the Planning, Research and Evaluation Department which serves as an inhouse research and information function for the Superintendent's Office. Lines of communication among these sections (which report through different departments) are informal and ad hoc in nature.

ILLINOIS*



*Depicts Partial Organization Chart

Fifty-five Educational Service Regions (ESRs) are operating in the state of Illinois at the present time. They were created by the state legislature from the County Superintendent of Schools structure. ESR superintendents are elected. An evaluation of their effectiveness is being conducted this year for the first time as was directed by the Illinois General Assembly.

All of the previously mentioned program improvement sections are located at the state office building in Springfield, Illinois. One statewide service is not. This is the federally-funded Illinois Facilitator Center for the National Diffusion Network located at Metropolis, Illinois. This Center has been in existence since 1974 in one form or another. Most recently, the Center has become part of a five-county EST in the southern part of the state.

To summarize, there exists in Illinois three avenues for implementing innovations in LEAs. They are (1) the Illinois Centers for Educational Improvement, (2) the Educational Service Regions, and (3) the Program Service Teams operating out of the five IOE regional offices. They are supported by the Illinois Resource and Dissemination Network which conducts search services of mechanized databases such as ERIC, develops resource packets on priority topics, e.g., classroom management, and operates a human resource service which includes more than 1,000 people. Vocational educators use these networks as needed but the major portion of program improvement takes place within the Department of Adult, Vocational and Technical Education.

The research and development section of the Department of Adult, Vocational and Technical Education operates under four broad umbrella areas. These are: (1) research and development, (2) curriculum and products development, (3) personnel development, and (4) diffusion and implementation. Vocational education problems are confronted through research of alternative solutions, development of tools to resolve problems, and inservice and preservice education to staff

in the use of these tools. Such programmatic attention to individual problems encourages project-by-project management.

Seven Illinois Centers for Educational Improvement were funded this year with ESEA Title IV C monies. Two are located in Educational Service Regional agencies and five are in local education agencies. The latter are a consortium of school districts combining their resources to solve educational problems. The problems include a wide range of topics such as special education, nutrition education, and guidance and counseling.

Cooperative Dissemination Actions

It is important to remember that the IOE provides no direct services to the local education agencies, thus technical assistance and other leadership activities take place through ad hoc projects and the PSTs. Vocational education does provide direct technical assistance through its Occupational Consultant Section.

Facilitating Factors

Many requests for information and assistance came to the East Central Curriculum Management Center located within the Research and Development Section of the Department of Adult, Vocational and Technical Education. As a result, the Center functions as an important interface between vocational education and other segments of the Illinois Office of Education. A high level of informal linkage exists between curriculum center staff and other department staff members. For example, Curriculum Management Center staff meet periodically with the PSTS and the Occupational Consultants to orientate them to new materials and to share the results of high frequency search requests. ERIC searches are conducted in cooperation with the IRDN staff. Working relationships with the Illinois Resource and Dissemination Network are enhanced by the location of the Curriculum Management

Center on the same floor adjacent to the IRDN. Curriculum Management staff meet with the NDN State Facilitator to explore avenues for cooperation. Also, some experienced-based career education programs are funded as demonstration sites by the ESEA Title IV C office.

The IOE has the usual number of committees within the agency which are designed to encourage the coordination of services. These include the Publication Review Committee, the Federal Programs Coordinating Council, a Personnel Committee, and a Data Control Board which insures there is no duplicate data collected.

One of the more integrated activities throughout the IOE is needs assessment. Information is compiled from the following sources:

1. Unmet requests for information.
2. Needs assessment forms from workshop participants.
3. Inputs from the State Advisory Council and the University Liaison Council.
4. Needs assessment form from local directors of vocational education.

Finally, the list of priorities for vocational education research are sent to the IOE Administrative Council for final revisions. The selected priorities emerge as Requests for Proposals for the field or as studies to be completed by specific agencies.

The translation of program improvement innovations into practices within vocational education is of special interest. Teams of program staff (consultants) are assigned with staff in the research and development section to problem areas. Requests for Proposals (RFPs) are written jointly so both groups make inputs into funding decisions. As a result, consultants are involved in the management of the projects. This coordination of activity keeps operations program staff up to date and involved.

Inhibiting Factors

Departments within the IOE tend to view dissemination of products and services as one of a series of steps to the completion of a program improvement activity. To some extent this view of dissemination is accurate, but the project-by-project, within department focus, tends to limit opportunities for sharing products across diverse audiences.

Another factor which effects dissemination services to LEAs is the emerging role of intermediate service agencies in Illinois. There are overlapping program improvement functions among the Illinois Centers for Educational Improvement, the Educational Service Regions, and the Program Service Teams at the present time. The boundaries of the IOE regions and the ICEI regions are not the same and until these regions become better articulated, it is difficult to know which group is in the best position to share in the dissemination of vocational education materials. See enclosed map for additional detail.

Steps Toward a Dissemination Articulation Plan

There exists in Illinois a relatively well coordinated and differentiated dissemination and diffusion system in vocational education. It results in effective dissemination of research and development outputs within vocational education. Some formal channels of communication and/or decision events are needed to share the products and information from vocational education throughout the IOE. The resolution of this need could take the form of check points on each product dissemination plan or monthly meetings between the vocational education research and development section head and the head of the LEA Services Department.

Relationships between IOE and regional service agencies involving dissemination are not clear. The Illinois Resource and Dissemination Network is established and working through Program Service Teams in each IOE regional

office. Perhaps it would be desirable to identify a liaison person for vocational education in each regional office PST. Another action step toward articulation of vocational education dissemination activities with other dissemination in education would be a review of vocational education projects to determine if any should be considered for nationwide diffusion through the National Diffusion Network.[1]

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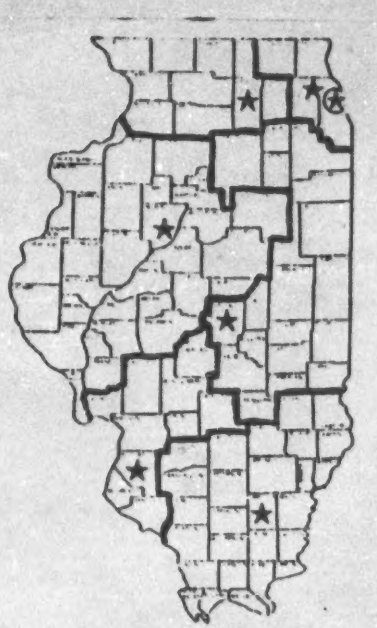
[1]It should be noted that at least one Illinois product, Expanding Career Horizons, is receiving nationwide dissemination through the National Center's R&D Network at the present time.

ICEI Locations



ILLINOIS

* Mrs. Joyce Price, Director
  Chicago Board of Education

* Dr. Larry Chase, Director
  Arlington Heights District 214

* Mr. Jerry Maring, Director
  Sycamore School District 427

* Dr. Harold Berjohn, Director
  Peoria District 150

* Mr. Dan Mash, Director
  Macon County Educational Service Region

* Mr. Michael McCollum, Director
  St. Clair County Educational Service Region

* Mr. Larry Goldsmith, Director
  Hamilton County District 10

Program Service Teams

Each of the five offices of the Illinois Office of Education has a staff of educational specialists assigned to specified local education agencies (LEAs). These Program Service Team members act as the linking agents from the LEAs to the IRDN. Persons requesting services of the IRDN should contact the nearest IOE office or Program Service Team consultant for their district.

REGION I- CHICAGO
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Telephone: 312/793-5590
Ms. Jean Donahue, Acting Mgr.
Ms. Peggy Phee, Acting Asst. Mgr.

REGION II- DEKALB
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Mr. John Staudt, Mgr.
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Springfield, Illinois 62777
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PROGRAM SERVICES TEAM
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Mt. Vernon, Illinois 62864
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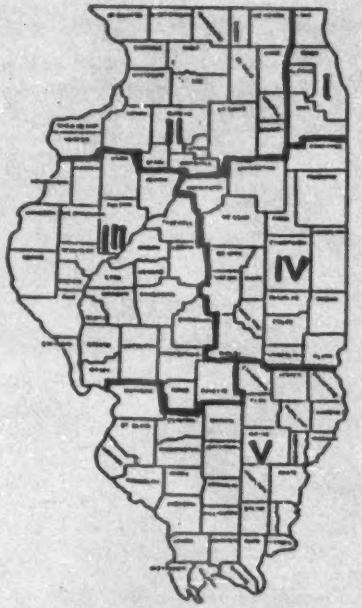
Mr. Richard Haney, Mgr.
Mr. Moni Davis, Asst. Mgr.



Clients

Services for the IRDN are available at no charge to Illinois educators -- educational service region superintendents, district administrators, teachers, counselors, other school personnel -- for identified school related problems. Local education agencies are the primary clients; university faculty and students should rely on their university libraries for service.

*Printed from best available copy

CASE STUDY REPORT: UTAH

Date of Visit: August 6, 1979

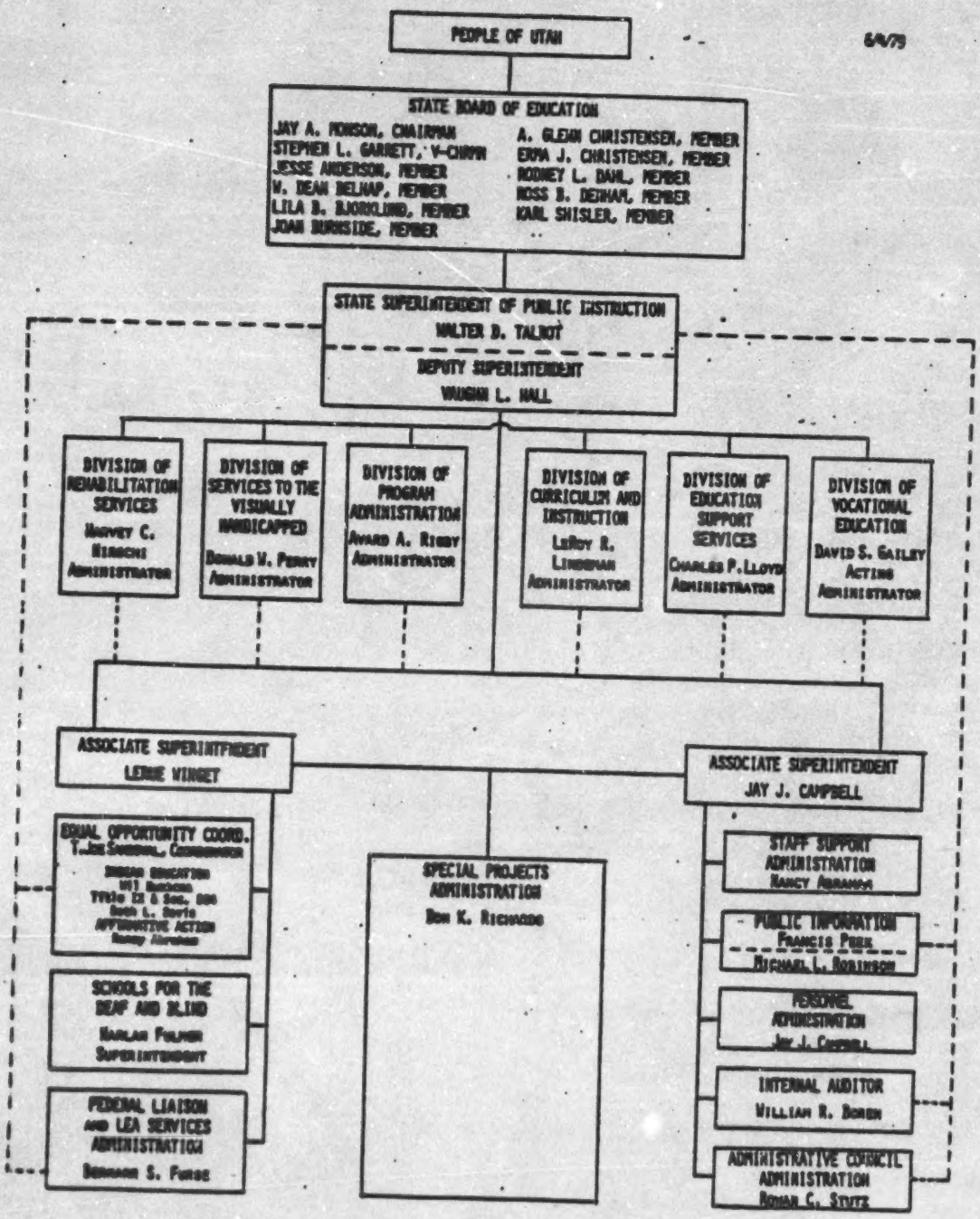
Interviewers: Carl Oldsen, Ida Halasz-Salster

Why Utah Was Selected

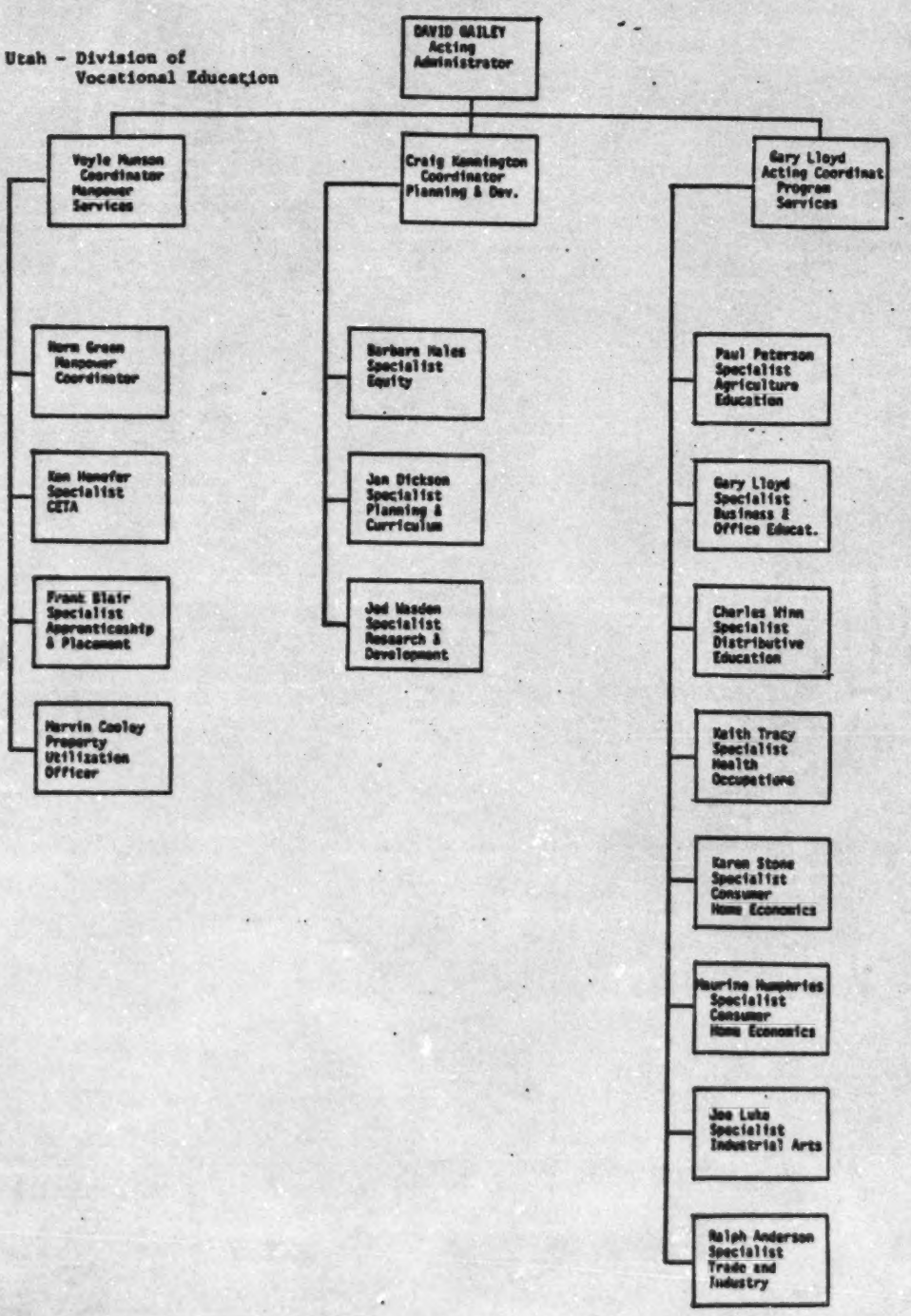
The state of Utah represents a large geographic area of 84,916 square miles with a relatively small population base of 1.3 million persons in 1977. A unique problem of population density is illustrated by the fact that 80% of the population is located in a 100 mile long and 10 mile wide crescent. The southern anchor is Brigham City with Salt Lake City in the middle and Provo being the northern terminus of this area. This is further reinforced by the location of 60% of the school age population in 4 of the 40 Local Education Agencies (LEAs). An additional unique characteristic found only in Utah is that 75-80% of the population are members of the Latter Day Saints (Mormon) Church. This has resulted in a certain degree of homogeneity and perpetuation of existing educational objectives. Minority groups constitute approximately seven percent of the student enrollment of 317,000 with Hispanics representing the largest group (12,000) followed by American Indians or Alaskan Natives (4,700), Asian or Pacific Islanders (2,900), and Blacks (1,600) as reported for the 1977-78 school year.

Characteristics of the State Education Agency

The State Education Agency (SEA) has been undergoing continual change and reorganization in the past seven years. Under the current structure (see included organizational charts) the State Board of Education appoints the Superintendent of Public Instruction (Walter Talbot). He and the Deputy


PEOPLE OF UTAH
6/4/79
STATE BOARD OF EDUCATION
JAY A. PONSON, CHAIRMAN
STEPHEN L. GARRETT, V-CHAIRM
JESSE ANDERSON, MEMBER
V. DEAN BELNAP, MEMBER
LILA B. BJORKLUND, MEMBER
JOAN BURNSIDE, MEMBER
A. GLENN CHRISTENSEN, MEMBER
ERMA J. CHRISTENSEN, MEMBER
RODNEY L. DAHL, MEMBER
ROSS B. DEHAM, MEMBER
KARL SHISLER, MEMBER
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
WALTER D. TALBOT
DEPUTY SUPERINTENDENT
VAUGHN L. HALL
DIVISION OF REHABILITATION SERVICES
Harvey C. Hirschi
Administrator
DIVISION OF SERVICES TO THE VISUALLY HANDICAPPED
Donald V. Perry
Administrator
DIVISION OF PROGRAM ADMINISTRATION
Avard A. Ribby
Administrator
DIVISION OF CURRICULUM AND INSTRUCTION
LeRoy R. Lindman
Administrator
DIVISION OF EDUCATION SUPPORT SERVICES
Charles P. Lloyd
Administrator
DIVISION OF VOCATIONAL EDUCATION
David S. Gailey
Acting
Administrator
ASSOCIATE SUPERINTENDENT
LEONE WINGET
ASSOCIATE SUPERINTENDENT
JAY J. CAMPBELL
EQUAL OPPORTUNITY COORD.
SCHOOLS FOR THE DEAF AND BLIND
Harlan Fulmer
Superintendent
FEDERAL LIAISON AND LEA SERVICES ADMINISTRATION
SPECIAL PROJECTS ADMINISTRATION
Don K. Richards
STAFF SUPPORT ADMINISTRATION
PUBLIC INFORMATION
Francis Peek
Richard L. Robinson
PERSONNEL ADMINISTRATION
INTERNAL AUDITOR
William R. Boren
ADMINISTRATIVE COUNCIL ADMINISTRATION
Roman C. Stutz

Utah - Division of Vocational Education



Superintendent (Vaughn Hall) administer the six divisions of the SEA. One of these six is the Division of Vocational Education with David Gailey the Acting Administrator for Walter Ulrich who is on leave of absence. The Division of Vocational Education is divided into three areas: Manpower Services, Voyle Munson, Coordinator; Planning and Development, Craig Kennington, Coordinator and RCU Director; and Program Services, Gary Lloyd, Acting Coordinator. The Division has 20 professional staff members, which includes eight program specialists in the Program Services area.

As a result of these organizational changes and budgetary cut backs, the Division has responsibility for vocational education from kindergarten through grade 12 only. Since 1971, a separate Board of Regents, appointed by the Governor, has been in charge of post-secondary education and technical colleges in Utah. Prior to that time, the technical colleges were under the SEA. Consequently, the nine Area Vocational Centers cannot offer post-secondary credit for courses taken by the adult population, nor can secondary students transfer credit to the technical colleges.

Articulation and communication within the division can be handled in an informal manner due to the size (18 professionals) of the staff, with weekly meetings at the Coordinator level, and respective staff meetings of each of these areas. There are no prescribed procedures for information transfer or routing of information requests among the operating divisions.

Cooperative Dissemination Actions

Jan Dickson, Planning and Curriculum Specialist is primarily responsible for receiving requests from local education agency personnel for information, preparing responses or routing them to the appropriate program specialist, or

calling upon the resources of the Utah Computer Retrieval Services in the Capacity Building section or the State Library, both of which have computer search capability and major reference materials in educational dissemination. At the present time, no inter-agency agreements have been drawn up. Rather, reliance is placed on the communication developed through personal associations and interactions among the small staff and their close proximity to each other.

The Division participates with the Joint Occupational Information Network, which is part of the State Occupational Information Coordinating Committee (SOICC) housed in the Utah State Job Service. There has been integral involvement with the Comprehensive Employment Training Act (CETA) through the seven regional planning areas, with the technical colleges being intake agencies for training CETA clients selected by the one prime sponsor in Utah. The Division maintains regular contact with the Northwest Central Curriculum Coordinating Committee (CCC) through attendance at quarterly meetings.

Facilitating Factors

The Division holds monthly meetings with the Directors of Vocational Education in each of the 40 LEAs and nine vocational technical schools. These meetings are the primary means of sharing and disseminating information to colleagues. These opportunities are also utilized for the coordination and collection of Vocational Education Data System (VEDS) data where possible. The Curriculum Specialists in the Division of Curriculum and Instruction publish a newsletter, the Curriculum Monitor, which contains information on vocational education on a contributed basis. It is distributed to all state agencies and LEAs. Informal contacts are maintained with Ken Lindsay, and the Capacity Building program for computer searches and necessary but non-formal information services support.

Inhibiting Factors

It would appear that one of major constraints to a comprehensive and fully articulated vocational education program is the division between the SEA for K-12 responsibility and the Board of Regents for above grade 12 educational programs. The lack of interchange of credits from one to the other is seen as a unfortunate barrier for facilitating student usage, particularly for beginning students.

The informality of staff association and communication is very good, but given the rather constant change in the past seven years, formal agreements for inter-unit cooperation could be strengthened and provide a stronger framework for articulation. In other words, this would reinforce the informal communication which is the present basis for articulation and communication. Publication and distribution of a newsletter focusing on specific vocational education items would be a valuable adjunct to the presently regularly scheduled meetings. This would also provide a reference guide and written record of dissemination to the target audiences. The current subject specialist approach (eight in the department) could be enhanced by evolving to a more generalist approach while still retaining an area of specific identity. Given the fact that 80% of their time is spent in the field, this could provide better coverage to a wider variety of audiences. It would also allow for the better distribution and utilization between staff program roles and their respective areas of expertise.

The biggest area of concern voiced as an inhibitor to articulation dissemination was the universal problem of getting the right information to the right person at the right time. In essence, the daily management of the flood of newsletters, reports, journals, etc., that come across one's desk. The

organization, retrieval, accessibility of this data would be a major break through for efficient management and articulation. This is best portrayed by a bona fide information cneter on divisional basis with expansion to include other departments as needed and resources allow.

Steps Toward A Dissemination/Articulation Plan

The establishment of formal inter-agency agreements on the utilization and dissemination of education information is seen as a basic step towards articulation of existing resources. While the informality of a small staff and close physical proximity can provide the basis for articulation, a recognized formal structure provides an infrastructure that is useful in a department undergoing frequent reorganization.

This should include a documented system for recording receipt of materials, recognized channels of conveying it to the appropriate person or persons, establishment of a master file of materials, placement in the hands of the appropriate specialist-generalist, and prescribed procedures for regular input to the RCU office, ERIC and other information systems, such as NDN, National Center Clearinghouse and others as may be appropriate.

As resources allow, the establishment of a division information center would be responsive to the expressed need to provide an organized approach to the control and dissemination of information. It would provide a focus for activities presently handled in an informal manner, provide assurances of information flow, and place responsibility where now it can easily be disregarded or forgotten in the course of daily activity. It could also lessen the need for protecting individual turf, as the informater center could draw upon the combined resources of department or divisions. This should lead toward a more comprehensive and articulated program development plan.

Capacity Building Program

The Capacity Building Planning Grant and National Diffusion Network (NDN) under Ken Lindsay was established in 1969, as one of three national pilot programs in state dissemination agencies. It provided free information services up to 1977; since then each school is assuming these costs on an incremental basis. Personnel are paid for by the district, with terminal rental and the number of searches up to last years total being paid for by the Planning Grant. In 1980, all costs will be assumed by the school district with the additional option of purchasing the terminal they have been using. The State Library has and will continue to provide computer search services.

Linkages have been established with the Bibliographic Retrieval Service (BRS) on development of their promising practices file, and input of materials from the Utah program. Interest was expressed in continuance of a Human Resources File patterned after a recent RRS publication on this topic.

The Linker Program has personnel identified as the linker in 14 of the largest school districts, with the remaining 26 districts grouped into regional service centers. Each of the 26 school districts has a coordinator assigned for these activities. Transportation expenses are paid for these linkers for monthly meetings which are the primary means of formalized information exchange. Superintendents or their designate are assigned as the linker, thus helping to insure top level participation and knowledge of the program.

These programs being under the direction of one person has certainly provided ease of articulation within the program. This has tended to rule out any counterproductive efforts and has given maximum visibility and coordination in effecting dissemination.

CASE STUDY REPORT: SOUTH CAROLINA

Date of Visit: August 27-28, 1979

Interviewers: Carl Oldsen, Ida Halasz-Salster

Why South Carolina Was Selected

South Carolina was one of the original three states (with Oregon and Utah) in setting up a pilot educational dissemination program under Ronald Havelock. This effort has provided a unique longitudinal perspective for the evolvement of dissemination activities in South Carolina.

In 1977 the state had a population of 2,875,800 within 31,055 square miles. The fall line of the Piedmont Plateau provides a geographical separation for "upper and lower" areas of the state, with the upper state characterized by mountainous terrain and the lower state by the flat land to the ocean. While not of major educational significance, these phrases are used frequently when describing educational dissemination in South Carolina. Given the central location of Columbia, none of the 92 school districts in the state is more than a two hour drive away. In 1977-78 approximately 618,000 students were enrolled in public schools with 47,000 of these in vocational programs. Total expenditures for education in 1977-78 were $987 million dollars from 50% state, 36% local, and 14% federal revenue sources.

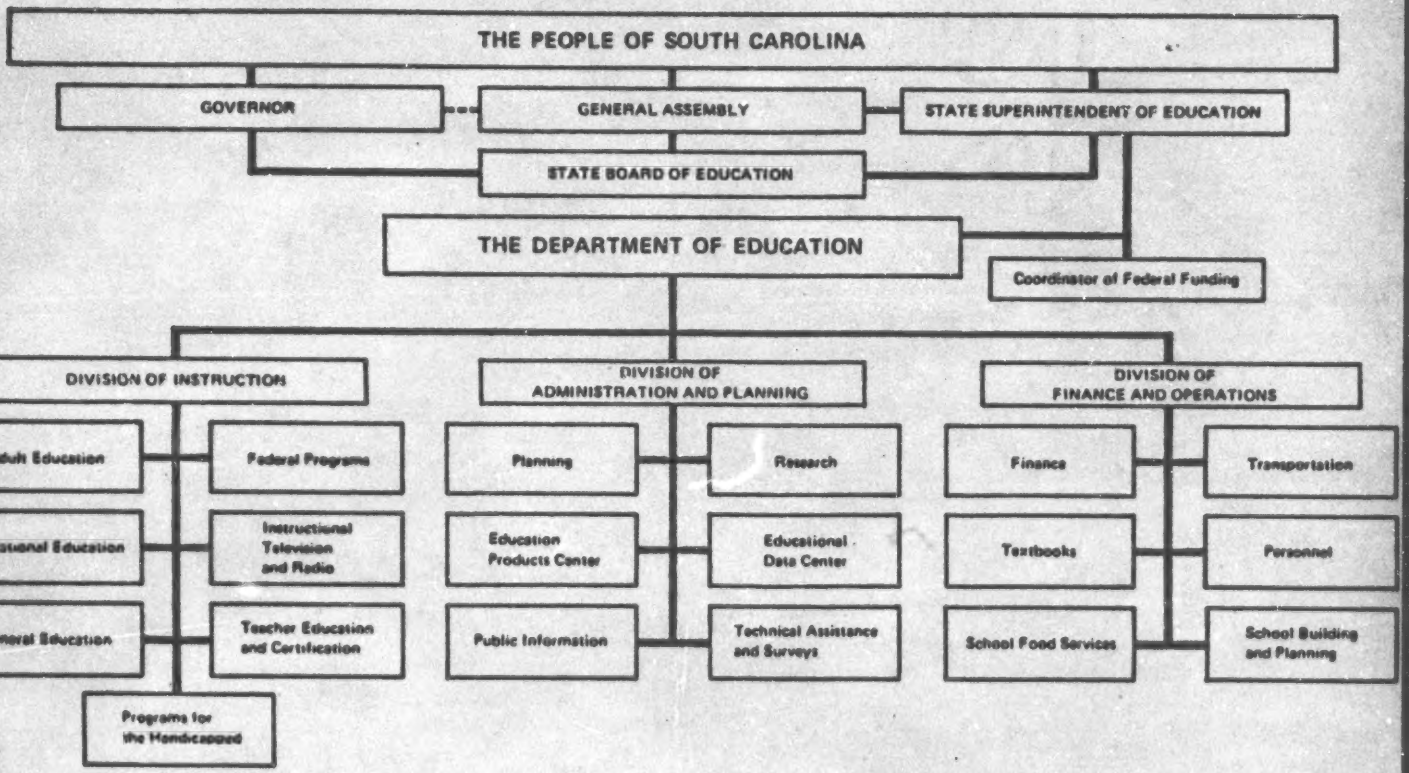
Characteristics of the State Education Agency

The State Board of Education is elected by the legislative delegations for four year terms. It consists of 16 members who exercise their powers through the State Superintendent of Education. The Superintendent is also elected for a four year term on a partisian ballot and serves as the Administrative Officer of the Board.

There are three divisions within the Department: Instruction, which includes Vocational Education with Moody Oswald, Director, and Greg Morrison, RCU Director; Administration and Planning, which houses the Education Products Center with Elmer Knight, Director; and the Division of Finance and Operations. See included organization charts illustrating the location of these divisions and key agencies to this case study. As one of the pilot states, the Capacity Building Program was initially established in 1970-73, and augmented with a state funded ERIC program in 1973-75. Since, 1975, a Dissemination Capacity Building grant has continued to provide expanded service delivery and program planning efforts with the dissemination efforts coordinated by the Education Products Center.

The Vocational Education section currently is organized into three major areas, each headed by a Chief Supervisor. The RCU State Supervisor is responsible to John Smiley, Chief Supervisor for the Ancillary Services area. This has 11 professionals designated as supervisors or consultants for the program areas. The RCU Supervisor has 2 consultants, reflecting budget reductions from the 4 positions originally available. The State Liaison Representative (SLR) is Art Jensen, Director of the Media Center at Chemson University.

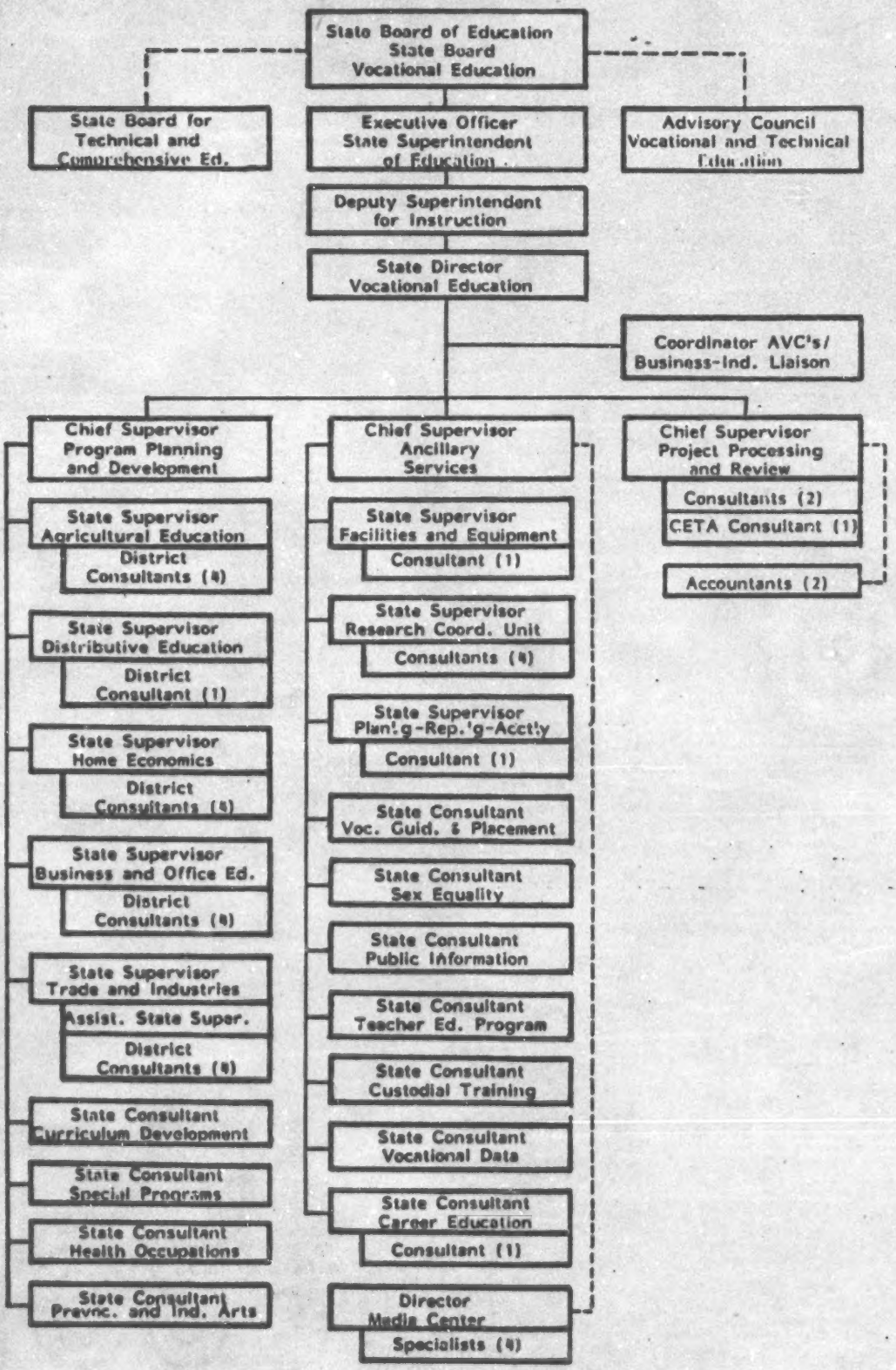
Articulation and communication within the area are handled informally with regular meetings held with all staff in attendance. The physical arrangement on one floor facilitates convenient access and exchange of information. Formal responses to information requests are handled by individual consultants or supervisors when specific attention is required, otherwise the Educational Products Center is the responding agency.



SOUTH CAROLINA PUBLIC EDUCATION K-12
STATE ADMINISTRATION
OCTOBER 1, 1976

SOUTH CAROLINA

VOCATIONAL EDUCATIONAL ORGANIZATION



Cooperative Dissemination Actions

The Division maintains regular contact with the State Occupational Information Coordinating Committee (SOICC) headed by Jerry Wood, and has assisted in pilot efforts of the Coordinated Occupational Information Network, (COIN. This includes several interactive computer terminals for use in accessing on-line data bases.

General dissemination of vocational education data is available through in-place mechanisms such as SCAN, a monthly newsletter to members of the state Board of Education and Department of Education employees, and South Carolina Schools, a tabloid published eight times per year and distributed to teachers, administrators, legislators, department personnel and the news media. Vocational Education in South Carolina, published quarterly, provides specific communication for the vocational education community with 10,000 copies distributed to vocational education teachers, students, administrators, legislators, out-of-the-state educators, and the general public.

Facilitating Factors

The Educational Products Center (EPC) is a major force in the dissemination of educational information in South Carolina. It provides a full complement of services including: technical assistance in the development, production, use, storing, retrieving and delivering of educational resources. The EPC operates through district representatives, usually library-media specialists, currently numbering over 114 on their mailing list. Public school teachers have access to the EPC through these representatives on a regular basis; at the present time no toll-free telephone service is available.

The primary service audience is composed of users in the SEA, local education agencies, and College and university personnel. Several mailing

lists are maintained on a regular basis, in addition to the newsletters previously mentioned. Requests for services range from specific document location, locating subject materials, editing materials, to production of books in the hundreds of pages. Request for searches is running over 1,000 annually, with 95% coming through the mail, utilizing the ERIC database for computer searches (DIALOG), the complete ERIC microfiche collection in the nearby State Library, to an extensive in-house document and materials collection. The EPC has the responsibility for the distribution of publications produced under its auspices to ERIC, and to seven SEA departments and dispositories, Library of Congress and the National Center for Research in Vocational Education.

The Production Section provides editing and printing capabilities that respond to over 250 requests on an annual basis. Much of this involves editorial work, graphics, and composition, primarily for SEA departments. Examples include various curriculum guides, CATALYST, which is an ongoing series of state-of-the-art reports addressing statewide educational issues, EPC Bulletin, which provides information concerning services and products available through the Educational Products Center, and Share, which provides descriptive summaries of different exemplary programs currently in operation in South Carolina school districts. All Department of Education publications are listed in An Annotated Bibliography, which is published regularly by the Center.

At the present time, printing of vocational education documents is handled by the Vocational Education Media Center at Clemson University, directed by Art Jensen, who also functions as the State Liaison Representative to the South Central Curriculum Center.

Inhibiting Factors

The printing of many documents emanating from the Vocational Education is currently handled by the Vocational Education Media Center at Clemson University. Due to heavy demands on this facility, numerous and lengthy printing delays seriously effect the timely dissemination of information. This singular departure is from a central location and is not as bad as characterized by multi-locations seen in other states, however. Budget permitting, a state-wide telephone access (WATS) for request of the Department and users of the Educational Products Center would be a useful step towards articulation of agency services and client needs.

Steps Toward a Dissemination Articulation Plan

South Carolina recognizes the continued need to build upon its past efforts to successfully articulate program progress. This includes increasing services to identified clients, increased local participation, application of present resources to specific needs, and working towards a communications network. Specific steps for vocational education include maintaining a depository for all documents, research reports and curriculum development publications and providing for their appropriate distribution. The present policy provides for their distribution by the Program Planning and Development Section and their implementation decision. Local school district consultants are used to provide assistance in implementing their usage in the local schools. This also provides a check to insure that no products are used unless the user has been trained in its use. In summary, the structure is in place for successful articulation; it now requires careful financial nuturing to insure its continued success.

CASE STUDY REPORT: MICHIGAN

Date of Visit: September 27, 1979

Interviewers: Carl Oldsen, Ida Halasz-Salster

Why Michigan Was Selected

The state of Michigan represents a large population base, 9.3 million in 1978, and a unique geographical arrangement, i.e., the physical separation of the Upper and Lower Peninsulas and their contrasting social and economic backgrounds. This factor readily points out the unique dissemination, communication, and articulation needs that are the focus of this case study. The student population, Kindergarten through 12 for the 1978-79 school year is 1,966,000 with approximately 220,000 enrolled in vocational education programs. Stated another way, one-third of all students (289,000) in grades 11 and 12 are enrolled in vocational education programs. Total expenditures for vocational education for Fiscal Year 1979 were $117 million dollars, from 29% state, 57% local and 14% federal sources. There are 58 Intermediate School Districts (ISDs) in Michigan, which are usually multi-county-district in nature and comprise the basic educational service unit for the state.

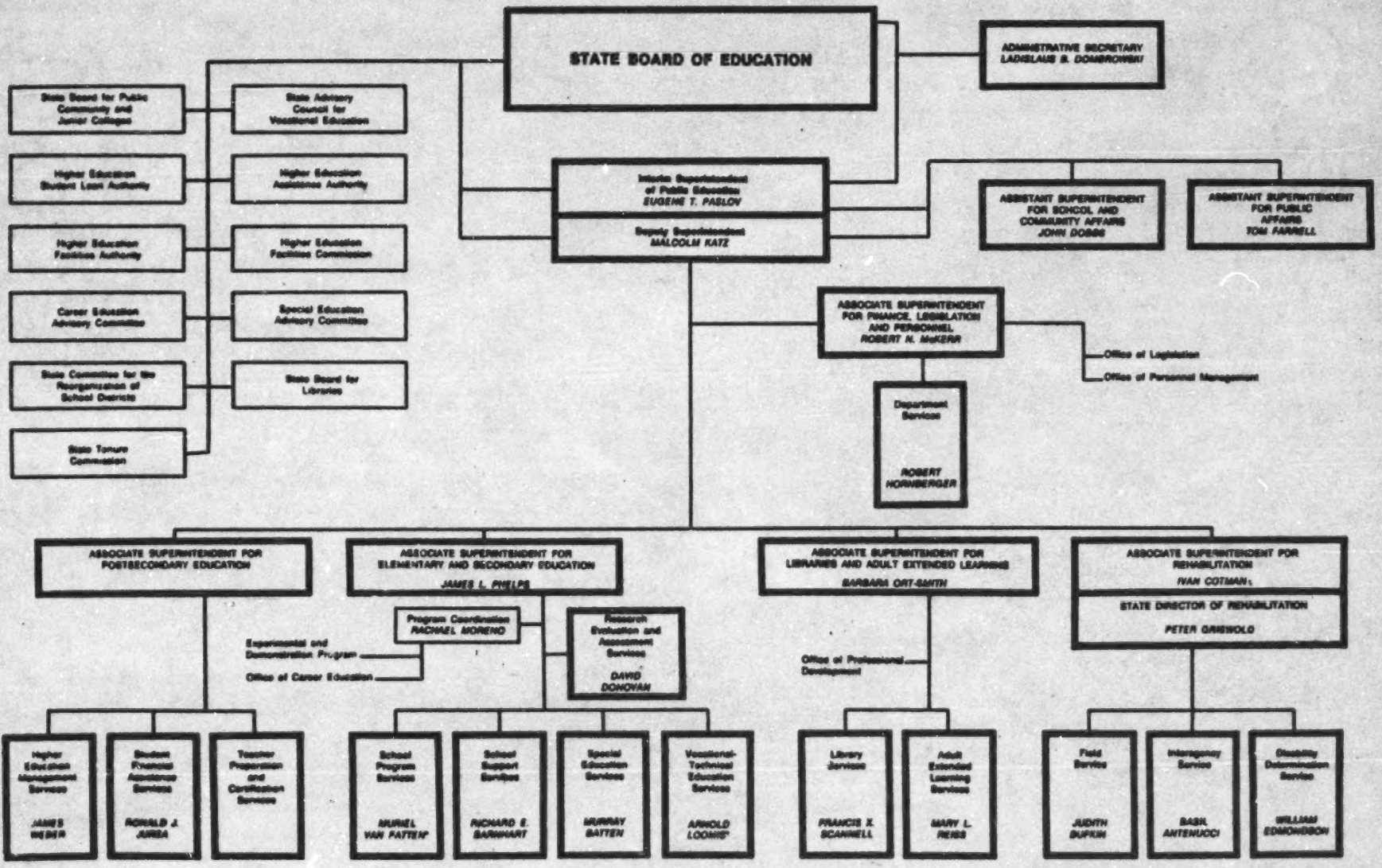
Characteristics of the State Education Agency

The organization and placement of vocational education within the Michigan Department of Education structure is complex and does not readily emerge in the traditional organization manner typified by some other states, i.e., Utah and South Carolina. The State Board of Education is comprised of 8 elected members; 2 are elected each year for 8 year terms. The State Superintendent and Deputy Superintendent are in turn appointed by the Board. The State Advisory Council for Vocational Education reports to the State Board, but there is no

separate board or governing body for vocational education per se in Michigan. The traditional vocational elements: Research Coordinating Unit (RCU) Director, State Liaison Representative (SLR) are scattered (see organization charts) amongst various agencies, with the RCU office being located in the Research Evaluation and Assessment Services office. The RCU Director's office is established but not filled at this time due to organizational constraints. The functions of the RCU office are handled by Stanley Rumbaugh, Supervisor of Evaluation and Research Program. Linda Letwin-Cochran, the SLR to the East Central Network for Curriculum Coordination, is located in Vocational Technical Education Services which has no direct communication line with the RCU office. In a situation analogous to the Utah organizational structure, postsecondary vocational education is located apart from these agencies in the Higher Education Management Services, which is under the Associate Superintendent for Postsecondary Education. There is no direct or continuous linkage between these programs. The Career Education Dissemination (CEDISS) project, a 3 year NIE funded program to disseminate career education to local education agencies (LEAs) is housed in the Program Coordination Office, along with the NDN Facilitator. The Information Dissemination Service Center (IDSC) is part of the State Library and functions under another Associate Superintendent for Libraries and Adult Extended Learning.

Given this structure, the RCU office operates primarily as a coordinating agency in tailoring dissemination practices to individual projects rather than disseminating all materials to entire audiences. In this regard, two staff members, James Bebermeyer and Alvin Boelkner, provide technical assistance as required; the third staff position is vacant at this time.

MICHIGAN DEPARTMENT OF EDUCATION



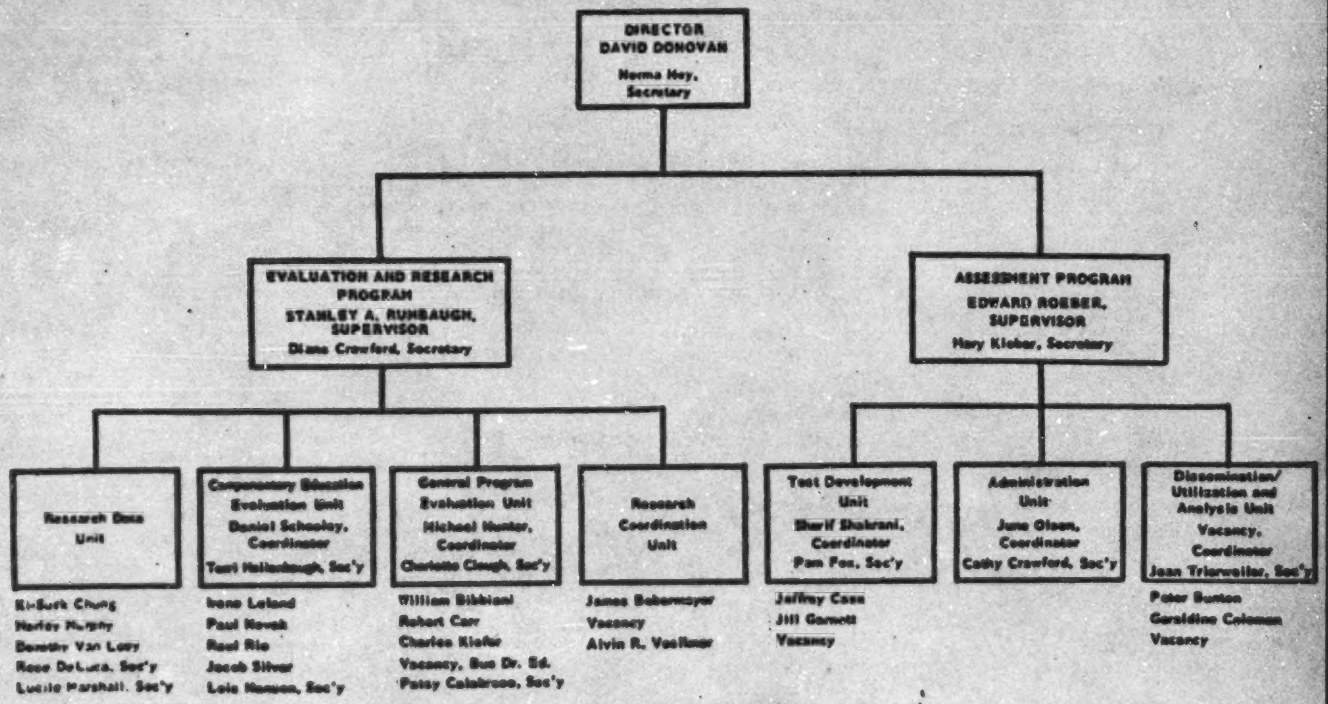
September, 1979

Michigan Department of Education

RESEARCH, EVALUATION AND ASSESSMENT SERVICES

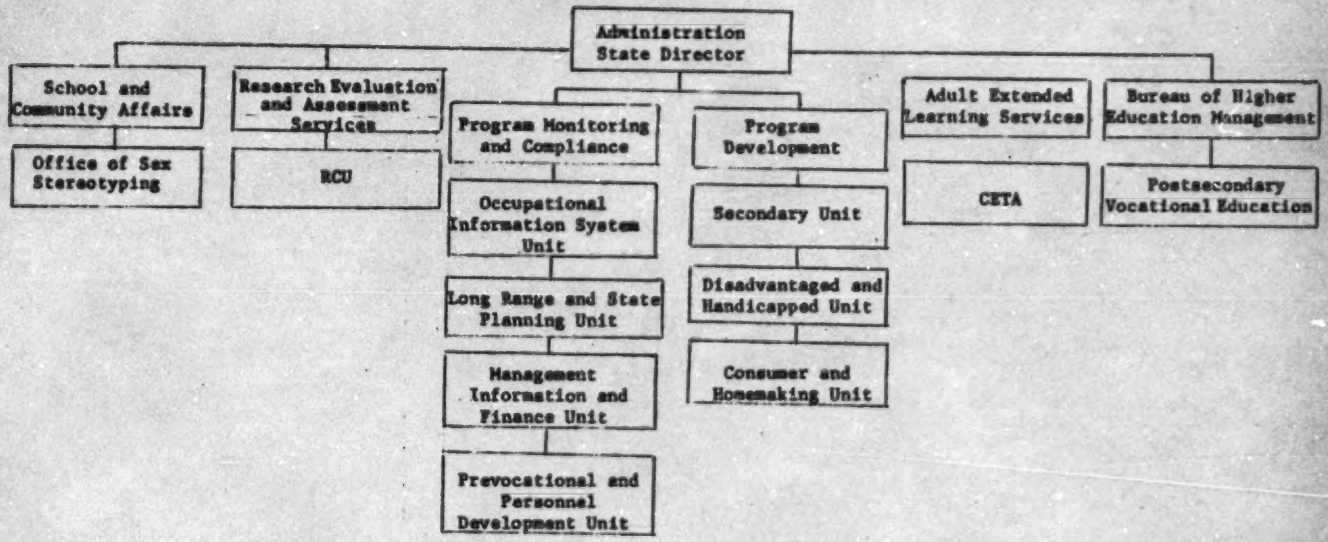
630 Michigan National Tower

Lansing, Michigan



MICHIGAN

Vocational-Technical Education Service



The Vocational-Technical Education Service is organized (see chart) into the Program Monitoring and Compliance section and the Program Development section. Under these are seven units, ranging from the Occupational Information System Unit (SOICC) to Prevocational and Personnel Development Unit, which contains the SLR office; others are as indicated on the chart. There are a total of 39 professionals in the Vocational-Technical Education Service, but the lingering recessions as directly linked to the state's automobile industry has placed an absolute freeze on hiring replacements, additional staff and travel. Informal communication amongst staff members is the primary mode of accomplishing work objectives, which is based on interpersonal contacts and regularly scheduled meetings. Formal inter-agencies do exist that provide official coverage for activities. These have proven useful but account for a very small part of vertical communication and articulation.

Cooperative Dissemination Actions

Agency articulation occurs or does not occur across a wide spectrum based on whether the various staff members know of a given need. This is best illustrated by a description of information dissemination services currently available under several auspices.

The Michigan Occupational Information Coordinating Committee (MOICC) operates the Michigan Occupational Information System (MOIS) under an interagency agreement with the Department of Education and Department of Labor. The objective is to improve the coordination and cooperation of vocational education, employment, and training programs. Included is up-to-date descriptive information on 350 occupations state wide listed by the Michigan Employment Security Commission.

The Information Dissemination Service Center (IDSC) of the State Library Service offers regular services to the vocational education agencies. These range from providing access to nationally based computerized databases, (DIALOG, BRS), to the Michigan Education Resources (MER). In essence, this constitutes the Michigan ERIC system and provides human resource file information, program development and documents written and produced within the state. IDSC also provides linkage to the Regional Educational Media Center/ Intermediate School Districts sites. This provides a network linking the 537 LEAs to the 58 ISDs which in turn are a part of the 22 Regional Education Media Centers (REMCs) covering the state. As these programs have developed, it has provided the people and routing structure to respond to information requests, to develop awareness of educational practices and products, and to allow for improved articulation and communication.

Facilitating Factors

The Michigan Secondary Area Vocational Education Centers pool students and resources throughout the state to meet area wide needs and provide economies of scale. These provide learning experiences through comprehensive high schools, contracts with community colleges, private trade schools and business and industrial firms. Currently 46 centers are legally established, 38 are operating, with seven to be finished by 1980. It is estimated over 110,000 students will be served annually. To serve the needs of the handicapped, the Vocational Rehabilitation Service and special Education Service have worked out a cooperative agreement with the Centers for this special needs population.

The Michigan Vocational Education Resource Center located at Michigan State University operates under a contract with Vocational-Technical Education Services.

It provides preview, loan, catalog, display, and distribution services, plus cost recovery printing services for materials on vocational education. This provides a focal point of interaction with the Curriculum Network, the ERIC system, for document input, and to teachers and administrators wishing to examine materials. It has its own advisory board to advise on document and materials selection, reproduction and distribution. To this end, it concentrates on reviewing materials produced in-state, and reflecting LEA prerogatives and philosophies.

Analogous to this program for regular education and articulating with it is the Michigan Adoption Program (MAP). It is part of the states' effort under the National Diffusion Network (NDN) and is divided into two parts, Michigan programs, and those offered under the NDN. To facilitate this program, 10 regional Supplemental Centers service each of the 58 ISD's with access to project facilitators. The MAP program, supported by the Department of Education, produces Michigan Educational Programs That Work, a state-based NDN with access to nationally approved programs as well.

Inhibiting Factors

The major barrier to more effective articulation is the diversity of geographical locations for the offices and agencies described. At this time, they are scattered over 11 different locations. While one has to applaud the efforts to maintain communication and utilize services among these locations, it is a very difficult job. The organization structure in and of itself would be difficult even if all components were in the same building. This situation, however, is not unique to Michigan. The large population, the

large urban areas, and the rural population of the Upper Peninsula all impact to present articulation difficulties. Each department has its own network and while efforts are made at the bureau level to facilitate interchange, it has been difficult due to agency size. They are left to rely on the network of informal contacts and personal knowledge of a given department. The fact that the Comprehensive Employment Training Act (CETA) is funded separately by the legislature precludes a strong working relationship with vocational education. The dominance of the state's economy by the fortunes of the automobile industry has precluded effective long range planning and staff allocation with the resultant peaks and valleys in resource (tax) revenues. The Executive Branch is severely hindered by the legislature in that federal funds cannot be used until approved by the latter. With six levels of approval, 6 to 9 months the time necessary for approval, the attempts to obtain federal funds have been almost negated.

There is need for a more direct and coordinated strategy for placing materials in the hands of teachers. Presently the lack of a cohesive professional association for vocational education precludes that approach and distributions to superintendents have not been particularly effective.

Steps Toward a Dissemination Articulation Plan

Michigan is fortunate in that is has an approved Annual and Long Range State Plan (1978-82) for Vocational Education. Objectives and activities include increasing access to vocational technical training to all students, including the handicapped and disadvantaged. Supporting the increased dissemination of vocational education information and its use, including the Michigan Occupational Information System provide for the increased articulation among legislated agencies to this plan and others that may evolve.

Recommendations include: conducting an annual Vocational-Technical Education Conference and provide for a vocational materials center for curriculum articulation, and work with related agencies in reviewing and promoting awareness of materials appropriate to vocational and technical education. The realization of these goals will require much hard work, perseverance and improved articulation, but based on the desire of the staff involved, it seems obtainable.

CASE STUDY REPORT: INDIANA

Date of Visit: October 31, 1979

Interviewers: Carl Oldsen, Ida Halasz-Salster

Why Indiana Was Selected

Indiana exhibits a homogenous topology within its 36,291 square miles, in contrast to the geographic variances evident in Michigan, South Carolina, Texas and Utah. The current population is 5,300,000, which ranks it 12th nationally. The student population, kindergarten through 12, for the 1978-79 school year is 1,122,000. An estimated 200,000 students are enrolled in vocational education programs with 56% being at the secondary level, 12% postsecondary, and 32% at the adult level. Total vocational and technical expenditures for the year 1976-77 were 40 million dollars in the 305 school districts in the state.

Characteristics of the State Education Agency

The organization and administration of vocational education in Indiana since 1975 is allocated among the Commission for Higher Education, the General Education Commission, and the State Board of Vocational and Technical Education.

The Commission for Higher Education, with its Chief Executive appointed by the Governor, is responsible for postsecondary vocational education. Among the duties of the Commission are to provide personnel for state planning, and cooperate in securing, analyzing and utilizing data related to vocational education programs.

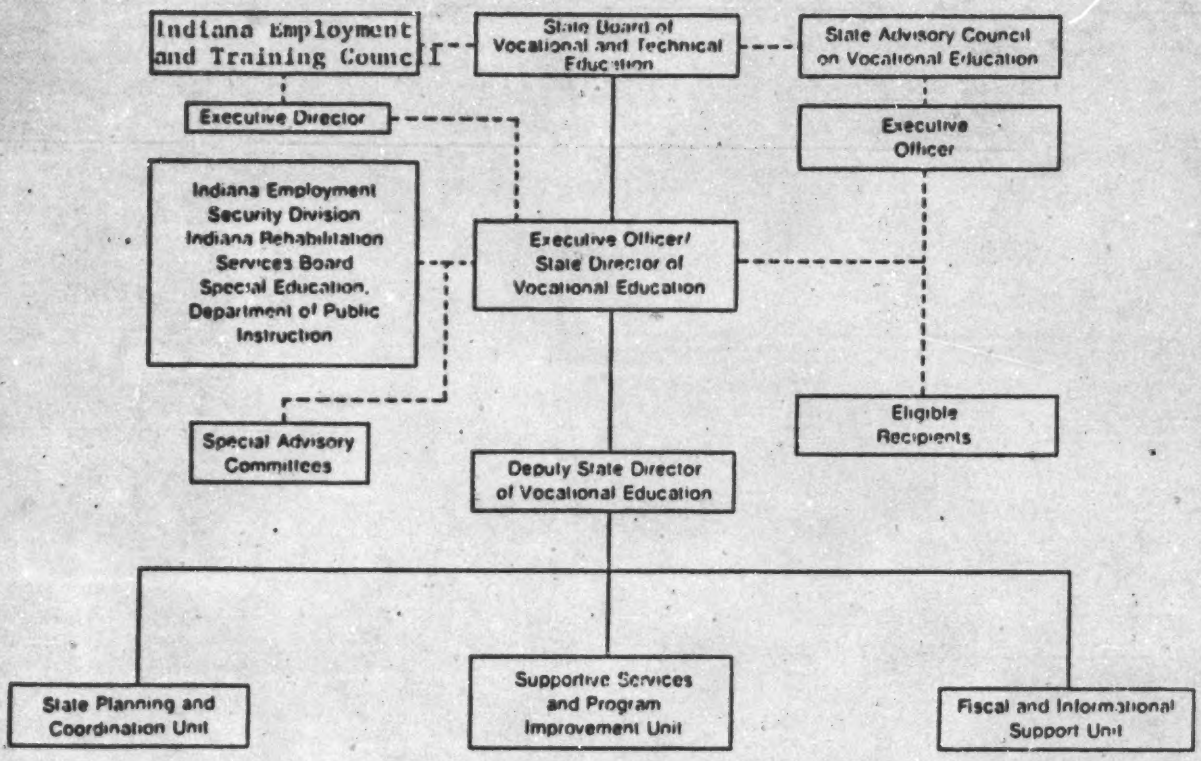
The General Education Commission includes the Textbook Adoption and Teacher Licensing and Certification Committees and is responsible for education in kindergarten through 12th grade. Under this commission is the Department of Public Instruction, with an elected Superintendent (every 4 years). Reporting

to the Superintendent is the Director, Division of Vocational Education. The Director in turn supervises eight program areas and their respective consultants. Primary contractual responsibilities with the State Board of Vocational and Technical Education include consulting and technical assistance to teachers, local education agencies, and state planning assistance as it relates to vocational education. As a consequence of the 1975 reorganization approval of vocational education projects lie with the State Board and not the consultants.

The State Board of Vocational and Technical Education is appointed by the Governor, and is responsible for vocational education to the Associate Degree level. Alternating chairpersons of the Board are the Commissioner of Higher Education, and the Superintendent of Public Instruction, who, when not serving in that capacity, are members of the Board. This helps to insure regular coordination and communication between these three major agencies. The Executive Officer (Don Gentry), is appointed by the Governor and is the State Director of Vocational Education. The Board is organized into three units, the State Planning and Coordinating Unit, which includes CETA, and the Supportive Services and Program Improvement Unit, with Ed Hornback as the RCU Director which is responsible for four major vocational education information dissemination projects. The third unit is the Fiscal and Informational Support Unit. The Board contracts out several specific functions to other state agencies, most notably the Department of Public Instruction and the Division of Vocational Education. See the organizational charts included for an explanation of the advisory and programmatic roles of these related agencies. The State Liaison Representative to the East Central Curriculum Management Center is Sally Matthews, who is based in Terre Haute.

INDIANA

STATE BOARD ORGANIZATION CHART


Indiana Employment and Training Council
State Board of Vocational and Technical Education
State Advisory Council on Vocational Education
Executive Director
Executive Officer
Indiana Employment Security Division
Indiana Rehabilitation Services Board
Special Education, Department of Public Instruction
Executive Officer/ State Director of Vocational Education
Special Advisory Committees
Eligible Recipients
Deputy State Director of Vocational Education
State Planning and Coordination Unit
Supportive Services and Program Improvement Unit
Fiscal and Informational Support Unit

State Coordinator for Program Review

State Coordinator for Special Programs

State Coordinator for State and Regional Planning

State Coordinator for Accountability

State Coordinator for Vocational Services (CETA)

Program Coordinator for Vocational Services (CETA)

Program Coordinator for Vocational Services (CETA)

Program Coordinator for Vocational Services (CETA)

Program Coordinator for Vocational Services (CETA)

State Coordinator for Supportive Services and Program Improvement

State Coordinator for Supportive Services and Program Improvement

State Coordinator of Fiscal and Data Operations

State Coordinator of Evaluation

State Coordinator for Reduction of Sex Bias

State Coordinator for Information Dissemination

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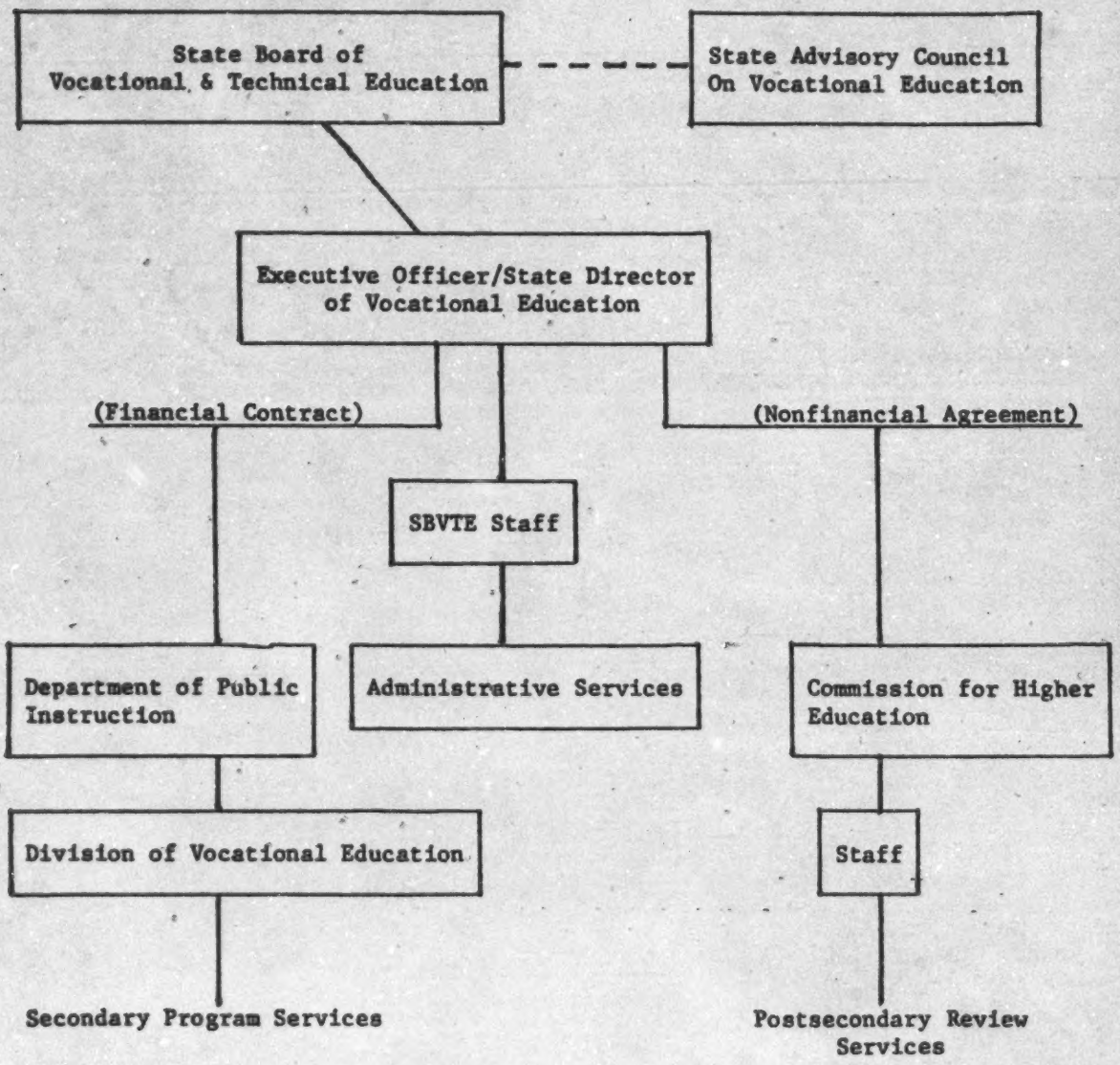
INDIANA

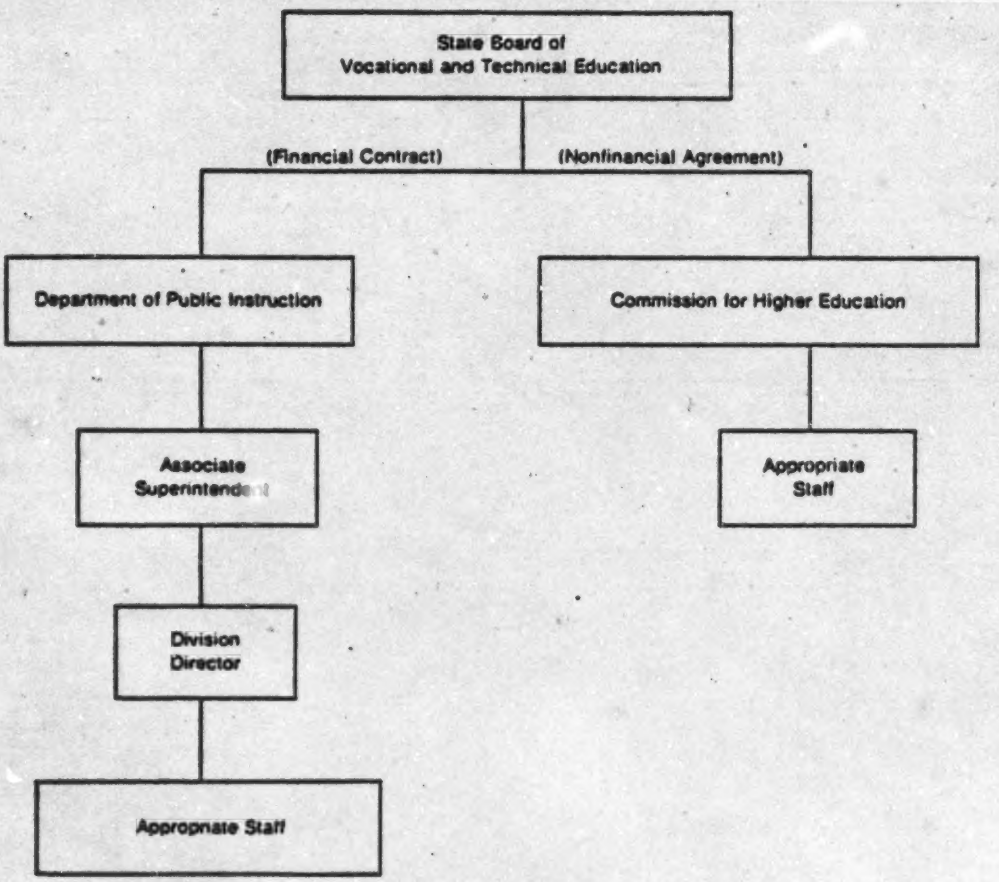
ORGANIZATIONAL STRUCTURE AND RELATIONSHIPS



GENERAL ORGANIZATION OF STATE ADMINISTRATION

The State Board has established the following administrative organization for fiscal year 1980 to effectively and efficiently carry out administrative responsibilities of the State Board.

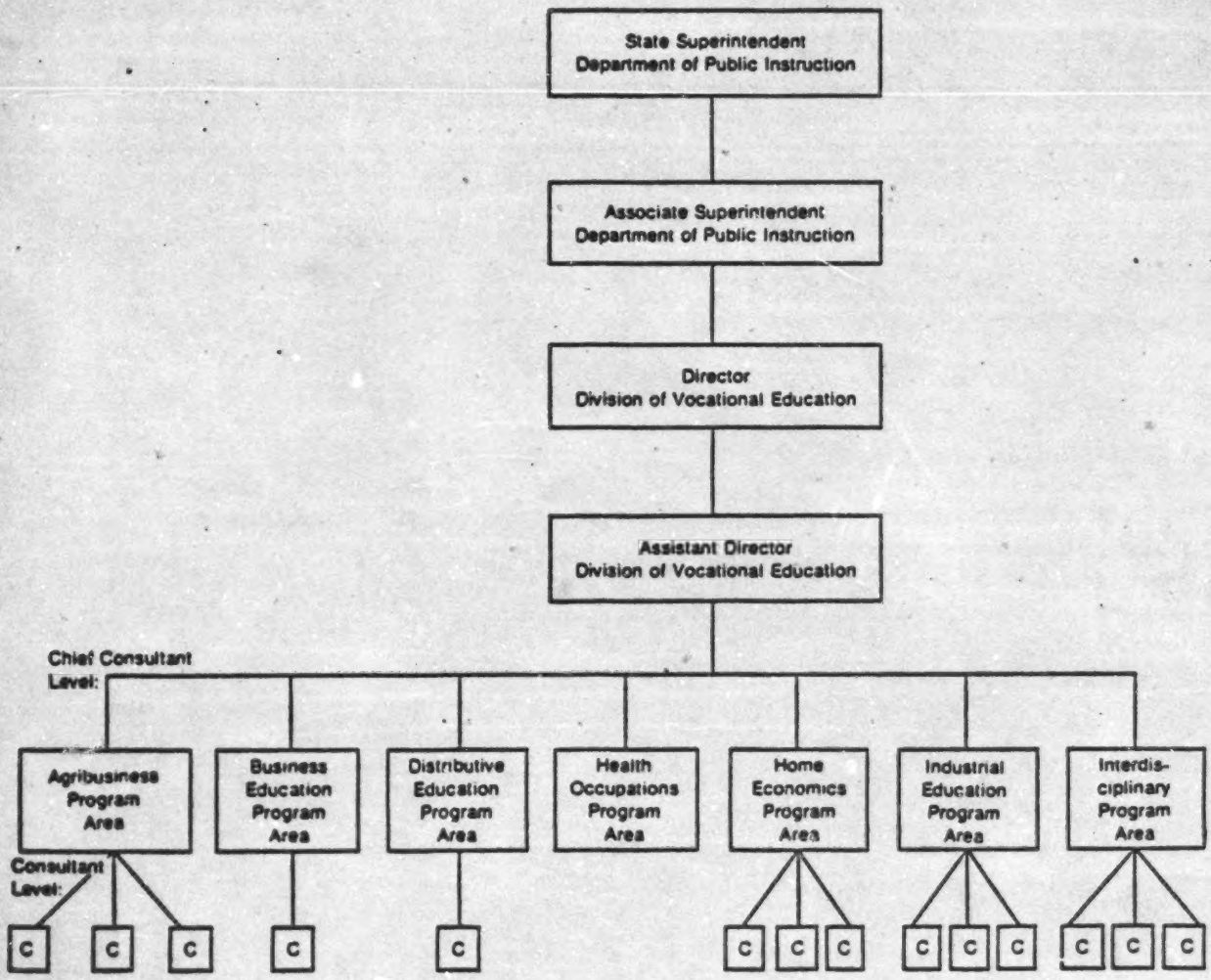
The State Board has, through its authority to contract for services, delegated specific functions to other State agencies. This delegation of authority does not replace the responsibility of the State Board to administer vocational education in accordance with federal and State laws.



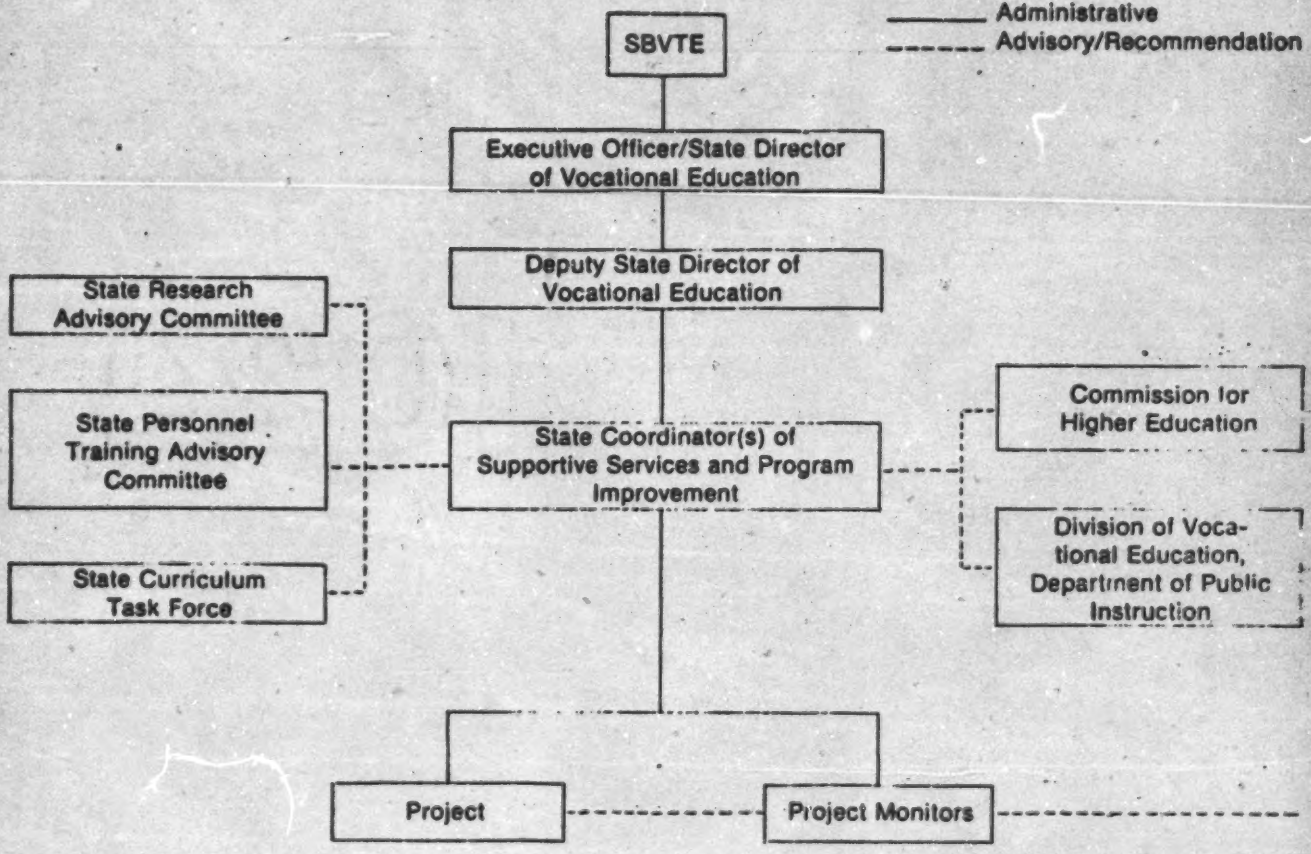
DEPARTMENT OF PUBLIC INSTRUCTION

The State Board has contracted with the State Department of Public Instruction to provide program services outlined in the Functional Chart, section I.C.4. (page 20) of this Annual Program Plan. It will be the responsibility of the Division of Vocational Education and other appropriate Divisions to carry out functions assigned in accordance with the contract.

1) **Organization Chart for the Division of Vocational Education, Department of Public Instruction.**



SUPPORTIVE SERVICES AND PROGRAM IMPROVEMENT UNIT STRUCTURE



The SSPI Unit will consist of coordinator(s) and staff. Through State Board approval, the SSPI Unit shall have the authority to contract, sub-contract and provide grants.

INDIANA VOCATIONAL EDUCATION INFORMATION DISSEMINATION SERVICES

KEY

1 = **CAREERS RESOURCE PROJECT**
3501 First Avenue
Evansville, IN 47710
Contact: Gilda Hafele
Phone: (812) 464-2587

2 = **HUMAN RESOURCES PROJECT**
E & T Bldg., Room 1107
709 West Michigan Street
Indianapolis, IN 46202
Contact:
Phone: (317) 264-2981

3 = **INDIANA CAREER RESOURCE CENTER**
1201-09 S. Greenlawn Avenue
South Bend, IN 46615
Contact: Jan Barcus
Phone: (219) 289-2951

4 = **INDIANA CURRICULUM MATERIALS CENTER**
Indiana State University
TAW 200
Terre Haute, IN 47809
Contact: Sally Mathews
Phone: (317) 232-6311, ext. 5004/5005

5 = **VOCATIONAL EDUCATION INFORMATION SERVICES**
Indiana University Library, W501
Bloomington, IN 47405
Contact: Jo Brooks
Phone: (812) 337-7751/8711

SERVICES AVAILABLE / MATERIALS AVAILABLE	Audio visual	Career education and guidance	SBVTE-funded projects	Vocational education curricula	Vocational education research and exemplary
Offer printed catalog of resources	1,3,4	1,3,4		4	
Provide reference/ information services	1,3,4,5	1,3,5	4,5	4,5	5
Loan materials	1,3,4	1,3,4	3,5	4	5
Offer photocopies or microcopies of documents		1,5	5	5	5
Search national data bases for material	5	5	5	4,5	5
Consult on content and/or production of materials	1,3,4	1,3	3,4,5		4,5
Consult on quality, use or implementation of materials or curriculum	1,3,4	1,3	4	4	
Offer inservice training/workshops	3,4	3	2,3,5	2,3	3,5
Develop, publish, and produce new materials	3,4	1,3	3,5	2	5
Print and store materials	4	4	4	4	4
Distribute and market materials	1,3,4	1,3,4	3,4,5	4	5

Given this type of organizational structure, the RCU Director operates primarily in a coordinating capacity for the major components of the dissemination network to link educators with resources and services. Articulation and communication is maintained on a regular basis through state-wide meetings of the network members, toll-free telephone access within the university based centers, and the informal relationships that develop among groups working closely together.

Cooperative Dissemination Activities

The ground work for cooperative efforts began in the mid-1960's with the impetus provided by the organization of instructional materials centers. This was followed by formal career education centers in 1969, and emerged as a formal network in 1972, as a research information system. Communique, published by Vocational Education Information Services, is the primary dissemination medium for this effort.

Dissemination services occur through the four major network members and related projects funded by competitive bid as noted on the enclosed chart.

Indiana Curriculum Materials Center (ICMC) was established in 1975 at Indiana State University, Terre Haute where Sally Matthews, the SLR, is the Director of a staff of four people. The ICMC provides printing and distribution services of all vocational materials developed in Indiana. All vocational curriculum materials for secondary classroom are available for free loan and pickup, while other materials are made available on a cost-recovery basis. It also functions as the state contact for the Curriculum Network, ERIC system, and National Center Clearinghouse tracking system. It produces a catalog of collection holdings for statewide dissemination on a regular basis, materials selection, adaptation and use, curriculum searches, and media development services, including publication of The Vocational Coordinator, the newsletter of the State Board of Vocational and Technical Education.

Since 1969, the Indiana Career Resource Center (ICRC) has provided free loan service of career and guidance materials for central and northern Indiana. The eight staff members, directed by Jerry Dudly, has conducted over 350 workshops in the past year in areas of curriculum development, sex equity awareness, assessment and evaluation, and vocational counseling. It has two mobile vans displaying vocational materials for use with inservice programs.

A counter-part for the southern half of the state is the Careers Resource Project (CRP) in Evansville, which, while not as comprehensive in service offerings as the ICRC, provides vocational career exploration and guidance materials on a free loan basis.

Vocational Education Information Services at Indiana University began in 1976 and specializes in locating (Jo Ann Brooks) and disseminating information (Elaine Eigeman). It maintains regular access to the resources of the Indiana University Libraries, national online data bases such as ERIC, documents from the National Center, and a mailing list of over 1,600 personnel in both state and national vocational education.

Work is well underway on a ERIC-compatible file that will contain citations on all vocational related materials, reports, incorporating a statewide classification scheme. Dissemination and knowledge transformation is handled by Elaine Eigeman who is responsible for the Communicator, a quarterly newsletter offering a formal communication mechanism for the vocational education network in Indiana. Ms. Eigeman also edits and distributes the Technical Report Series, nos. 1-9, and related publications for the State Board.

Facilitating Factors

The Consortium for Development of Vocational Special Needs Personnel, directed by Tom Cooke, works closely with these centers. It provides training

for change agents at the university level in vocational training programs. Ball State, Indiana University, Indiana State University and Purdue make up the consortium.

Regular contact is maintained with the National Inservice Network (NIN), a linkage agency designed to exchange information about inservice programs for regular educators that assists in the implementation of the Education for All Handicapped Children Act (P.L. 94-942). NIN staff are consultants to the Indiana state department as well as two other states, Colorado and Maine.

State Facilitators have also assisted in building a network of natural linkers tied to existing state education programs and the dissemination of resource information. This includes giving local education agencies to both generalized and specialized information resources as part of the Comprehensive Assessment and Program Planning System (CAPPS).

Inhibiting Factors

Given the organization structure with the three major state agencies and the inherent bureaucratic checks and balances, one could say progress in dissemination activities would be hard to measure. However, inhibiting factors seem to have been overcome to a very large degree. The 1975 reorganization restored project approval to the State Board in the Division of Vocational Education which has more clearly reunited responsibility with authority. The primary obstacle to improving program success is the lack of sufficient funds. A statewide property tax freeze, coupled with inflationary pressures, has since 1973 reduced the level of funds available for education.

Toward a Dissemination Articulation Plan

Indiana is well along on a state plan that gives high priority to the continued successful development, implementation and operation of its network of

dissemination services for vocational education. With the plan's emphasis of performance-based vocational education (PBVE), the existing centers are well positioned to provide inservice training, information and materials, placement, and followup services. Successive organizational revisions coupled with continued cooperation of the three major agencies, indicates continued successful articulation of available services.